

THE KING'S ENGLISH

V

STEEL AND MUSTARD

NEW REVISED EDITION

Robert Japp, M.A.

THE COPP CLARK CO. LIMITED

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John Caldwell
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Paul F. Murphy

THE KING'S ENGLISH

V

James H. Steel, M.A., D.Litt.

Rector Allan Glen's High School, Glasgow

and

Thornton Mustard, M.A., B.Paed.

Late of the Normal School, Toronto

REVISED EDITION

Robert Japp, M.A.

Inspector of Protestant Schools, Montreal

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Preface

IN all the books of this series the exercises proceed strictly according to plan. They are classified under eight heads. Of these, two are necessarily Comprehension and Composition: the immediate aim of the teacher of English is to help the pupils to understand other people and to be understood by them. But in his effort to do so, he meets difficulties which often prove baffling because their nature is not always easy to analyse. At the very outset of his task of making and arranging the exercises, the author was faced by the question, "Can a necessary, complete, and useful classification of the difficulties of Composition and Comprehension be made?" The nature and arrangement of the exercises show the author's attempt to answer that question.

1. *Difficulties of Vocabulary* are dealt with in the exercises headed "How Words are Used." These display in appropriate setting the idiomatic employments of the common words which form the basis of English speech.
2. To deal with the *Difficulties of Coherent Expression* the exercises on *Sentence Building*, *Paragraph Building* and *Functional Grammar* have been devised. The exercises on Grammar appear under the title "Correct Forms."
3. The *Difficulties of Appropriate Expression* have been met by the exercises on *Fitness*, which appear under the title "How Best to Say It."
4. *Difficulties of Readiness or Fluency* in so far as they are difficulties of expression are in effect difficulties of flexibility. Hence appear exercises in flexibility under the title "Ways of Saying the Same Thing."

The Composition themes present a wide variety of type. In none of the Composition Exercises is the pupil left to shoulder the whole burden of providing both subject-matter and expression.

The Comprehension exercises in this series are mainly of a special type. They demand judgments from the pupils on the truth, untruth, or relevance of a series of statements. Thus the pupils are faced with their difficulties one at a time.

For simplicity's sake the exercises in Comprehension appear under the title "What it Means."

Many of the exercises may be done either orally or in writing; indeed, if time permits, it will be found profitable to do most of them orally in class, then in writing as seat exercises.

J. H. S.
T.M.

Preface to Revision

It is only because things have names that we are able to converse with each other. How then can we speak about our language and learn to use it if we do not know the names of the things of which it is made and unless we know the work which these things do?

Another set of exercises, called Formal Grammar, has been added to the original eight. It is not intended to introduce a philosophical study of fine distinctions between words but aims merely at familiarizing pupils with the names and functions of some of the simplest things in language structure.

Note to Teachers

Teachers should remember the following points when using this book.

1. This book does not contain *all* the material necessary for a whole year. It merely shows the type of work in which pupils should engage. The teacher *must* provide supplementary work of a similar type. This is true not only of the exercises on Formal Grammar but also of all the other kinds.
2. All exercises are not of equal value. Some may take only a few minutes; others may provide material for several lessons.
3. Do not do all the exercises of one single type and then ignore that phase of language study for the rest of the year.
4. The new exercises on Formal Grammar have been inserted at intervals throughout the revised text. It is suggested that teachers should so apportion the amount of supplementary work which they prepare as to maintain the proportion of exercises on Formal Grammar at a fairly even level during a given week.
5. Test frequently in order to find out which parts of the work have not been mastered. There will always be individuals who fail to grasp some points but when tests show that a number of pupils do not understand something, the thoughtful teacher will understand that that part of the work should be done again.
6. Before beginning any new work in Formal Grammar in any session, spend enough time reviewing and revising the material allocated to previous grades.
7. As pupils will understand the Formal Grammar presented here only if they are familiar with the fundamentals taught in the earlier books, teachers must review these fundamentals periodically even if they are not part of any lesson in this particular one. Briefly—teachers should see that pupils get sufficient opportunity to practise the Formal Grammar principles taught in the earlier grades.
8. In preparing supplementary material, be sure to keep it simple.

R.J.

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Introductory

THIS book has been written to help you to speak and write good English, and to understand it when you hear or read it.

“But what is good English?” you may ask. Good is a word of many meanings. We speak of a good day, a good husband, and a good beating. Such things as a knife, an axe, a saw, are said to be good if they do the work well they were made to do. So it is with English. Is your English good? If it is, you will be able by means of it to understand readily what other people say and to make them understand readily what you say.

You may ask, “How does one learn to speak and understand good English?” This question is best answered by asking another one: “How does one learn to do anything well?” If you wish to play good baseball, you watch a good player, and you try to do as he does when you are batting, pitching, or fielding. Fortunately for us, English has been written by some of the greatest writers the world has known—Shakespeare, Milton, Scott, Dickens. It is still being written by great authors. From their works it is possible to find out what good English is. Your School Readers contain models of good English in verse and prose. It is not likely, however, that you would find out for yourself what makes the English of great writers good. If you work through this book carefully, you are more than likely to learn something of the words which good speakers and writers use and the ways in which they use them.

LESSON 1. Composition - How to do it

Many classes have a weekly or monthly paper of their own. The pupils write the stories, poems, jokes, book reviews, advertisements, etc. The editor arranges them on a large sheet which is posted in the class-room. It might look something like this.

GRADE 7 JOURNAL											
NEWS				POEMS				BOOKS			
STORIES				ANNOUNCEMENTS				HUMOUR			
ADVERTISEMENTS											

Exercise: Write out in good form your suggestions regarding the best way to start a paper in your own class. You may deal with some or all of these questions:

1. Should we have a class paper?
2. How often should it be "published"?
3. In what form should it be published?
4. What "sections" should we have in the paper?
5. What "staff" would be necessary?
6. What would be a good name for the paper?

LESSON 2. How paragraphs are built

Write the sentences of each group below in their proper order, and give each paragraph a title.

- A. 1. Well may other creatures fear it for it is the fiercest of animals.
2. Its home is in India and China.
3. The tiger belongs to the cat family.
4. Not even the lion is so fierce.
5. There it roams through the jungle.
- B. 1. It has supports for the arms and springs for its seat.
2. An easy chair is a chair for ease and comfort.
3. Thus they are firmly secured to straps made of jute.
4. The straps are fixed to the framework of the chair.
5. These springs must be kept in position.



LESSON 3. How words are used - SHARP

1. If someone said that you were *as sharp as a needle*, would you feel pleased or displeased?
2. What are *sharp ears*, a *sharp knife*, a *sharp pain*?
3. "At this point the road took a *sharp turn* to the left." *Make a drawing of the road at this point.*
4. If a person has *sharp features*, what is the shape of his nose?
5. What word is opposite in meaning to a *sharp walk*?
6. What is wrong when you *sing sharp*?
7. Give examples of *sharp remarks*.
8. Say "Come here" in a *sharp voice*.
9. What is a *sharp-witted* man?

LESSON 4. Composition - Using the dictionary

In the dictionary you may find the meaning of a new word you meet in reading. Sometimes, too, when writing a story you wish to avoid using the same word too often. In such cases the dictionary will give you other words with the same meaning.

Exercise 1. *After looking up in your dictionary the meaning of each italicized word, rewrite this sentence in simpler language:*

The young *mariner* hastened down to the *haven* and launched his *vessel*.

Exercise 2. *Find in your dictionary another word you might use instead of each of these:*

answered

edge

often

begged

opening

pretty

gravely

choose

make



LESSON 5. Composition - Filling in a form

Make a copy of this filing card, and enter on it the information asked for:

Surname			
Christian Name			
Date of Birth	Day	Month	Year
Parent's Name			
Address			
Telephone Number			
Occupation			

LESSON 6. Composition - A news item

The pupils who are to write the news reports for your paper must be able to tell what is news and must make their reports *accurate, brief, and clear*. These are the ABC's of reporting. Here is a Grade Seven report of a baseball game:

Brock School won a league game from Essex School yesterday by a score of 6 to 4. The game was played at Essex before an excited crowd. The feature of the game was a home run by Evans in the last inning. Essex was leading 4 to 3 but, with two men on bases, Evans' home-run gave Brock the game.

Exercise:

1. Suggest a headline for the news item above.
2. In which sentence are the main facts given?
3. Write a report of an accident on the highway.



LESSON 7. Grammar - Case after the verb BE

Any part of the verb *be* has the same case after it as before it. If the noun or pronoun before the part of the verb *be* is in the nominative case, the noun or pronoun after the verb is also in the nominative case. If the noun or pronoun before the part of the verb *be* is in the accusative case, the noun or pronoun after the verb is also in the accusative case. We should say "It is I," not "It is me," because *it* is in the nominative case before a part of the verb *be* so we should use the nominative form of the pronoun, which is "I," not the accusative form "me."

Which of the words in the brackets is correct in each of the following sentences?

1. It was (we, us) who saved him.
2. That is (her, she) standing there.
3. Was it (them, they) whom you saw?
4. The story showed the king to be (he, him).

LESSON 8. Grammar - Review

In the following sentences tell what part of speech each word is, name the tenses of the verbs and try to change them, and find the subject and objects (if any).

1. A little red house stands alone at the end of the new road.
2. The city boys swim daily in the sparkling lake in the Laurentian Mountains.
3. The Indian trapper stealthily approached the sleeping bear.
4. We shall soon see him here again.
5. Do you know the title of that picture?



LESSON 9. How words are used - SET

Exercise: *In each of the sentences below a word or phrase is printed in italics. Put one of the following expressions in its place:*

started business	corrected	wrote	declared
disregarded	valued	kept	attacked
began to fall	fixed		

1. He *set apart* one evening in the week for reading.
2. I *set aside* his advice.
3. She never *set pen to paper* without thinking of what she wished to say.
4. We all *set store by* his opinion.
5. Snow *set in*.
6. He was wrong, but I soon *set him right*.
7. They *set up* as milliners.
8. She wore a *set* smile.
9. When I asked him to do so he *set forth* his reasons.
10. The robbers *set on* him.

LESSON 10. Composition - An advertisement

One useful feature of any paper is the advertising section. Those who have something to sell are usually willing to pay for the privilege of advertising. In this way the expense of issuing a paper is met. Here is an advertisement from a school paper :

For Sale : Boy's bicycle, 20 inch frame, new
tires, ten dollars, Alex. Simmons.

Exercise: *Suppose you wish to buy a used typewriter. Prepare a suitable advertisement. Remember you pay by the word.*



LESSON 11. Grammar - Gender

If a word shows that the thing it stands for is a male, we say the word is in the *masculine gender*: boy, man. If a word shows that the thing it stands for is a female, we say the word is in the *feminine gender*: girl, woman. If a word shows that the thing it stands for could be *either* male or female, we say the word is in the *common gender*: child, servant. In neither of these words is there any way of telling whether boys or girls or men or women are meant. That is why such words are said to be in the *common gender*. If a word shows that the thing it stands for is neither male or female, we say the word is in the *neuter gender*: box, house.

Tell the gender of each of the following words:

Salesman; mother; uncle; airman; dairymaid; train;
visitor; sister; pupil; mountain; teacher; minister;
sugar; musician; book.

LESSON 12. What it means

'He knew much about books but little about men.'

Exercise: Which of the following statements are true, which are untrue, and which may or may not be true?

1. He was a learned man.
2. He had much common sense.
3. He was a student of men.
4. Novels pleased him best.
5. He was ignorant of men and their ways.
6. He was unpopular.
7. Men were a sealed book to him.
8. He was an unlettered man.
9. He always knew which man to trust.
10. He was a good leader.
11. In a library he soon lost his bearings.
12. He was at home in the company of books.



LESSON 13. How words are used - OVER

Exercise: In the following pairs of sentences make the second sentence mean the same as the first by filling in the blanks. One of the missing words in each case is "over."

1. When he returned his father rejoiced.
His father rejoiced — — return.
2. Wherever you go boys are boys.
Boys are boys all the — — .
3. France at that time was governed by Louis XIV.
At that time Louis XIV — — France.
4. While knitting she fell asleep.
She fell asleep — her — .
5. He is not the man he was.
A change has — — him.
6. She read the lesson and then read it again.
She read — the — twice.

LESSON 14. Ways of saying the same thing

Exercise: *In the following pairs of sentences make the second sentence mean the same as the first by filling in the blanks.*

1. She was so excited that she shivered.
She shivered — — .
2. Whilst he was eating his supper he said nothing.
He ate his supper — — .
3. I was delighted when I received your present.
I received your present — — .
4. No one helped him to win the prize.
He won the prize — — .
5. From early May to the end of it I was ill.
I was ill — — .
6. They lived in a tent when they went on holiday.
They spent their holiday — — .
7. She did not go out of doors the whole day.
She spent the day — — .



LESSON 15. Grammar - Gender

Here are the masculine and feminine forms of some words often used.

MASCULINE	FEMININE	MASCULINE	FEMININE
drake	duck	lord	lady
cock	hen	duke	duchess
ram	ewe	governor	governess
he-goat	she-goat	emperor	empress
gander	goose	hero	heroine
peacock	peahen	wizard	witch
boar	sow	bridegroom	bride
merman	mermaid	negro	negress

Find the feminine word corresponding to each of the following masculine words:

Father; brother; husband; uncle; nephew; son-in-law; king; gentleman; bull.

Name five words in the common gender.

Name five words in the neuter gender.

LESSON 16. How paragraphs are built

Write the following sentences in their proper order, and give the paragraph a title.

1. "None, sir," she replied.
2. One day a maid-servant of his happened to drop a tray loaded with dishes.
3. "How many have you broken?" he demanded.
4. Mr. Harrison was somewhat hasty in his temper and easily irritated.
5. "Then why on earth make all that noise for nothing?" said he furiously.
6. The crash brought Mr. Harrison to the spot.

**LESSON 17. Grammar - Comparison of adverbs**

Some adverbs can be compared in the same way as adjectives. They have the same three degrees of comparison: *positive*, *comparative* and *superlative*. A few form the comparative and superlative by adding *-er* and *-est* to the positive but most of them use the words *more* and *most* to form these two degrees: "He plays hardest." "She reads more quickly." *Note*: The adverb *hardest* is in the superlative degree. The adverb *more* is in the comparative degree and modifies *quickly* which is itself an adverb in the positive degree.

Find the adverbs, telling what degree of comparison they are in and naming the words they modify.

1. The boy ran faster yesterday.
2. The wind blew more strongly.
3. That man talks louder than anyone.
4. Your lantern shines most brightly.
5. She sings sweetly.

LESSON 18. Composition - How to do it



Exercise 1.

1. In what season is hockey played?
2. Where is it played?
3. What is the enclosure called?
4. What equipment is required?
5. Why is the puck made of rubber?
6. What kind of wood is used for the sticks?
7. How does the goaler's stick differ from the others?
8. How many players are on each team?
9. How are they arranged?
10. What are the referee's duties?
11. How are points scored?
12. What kind of play is most successful?

Exercise 2.

1. In what groups may these questions be arranged?
2. Write a composition in three paragraphs on "How to Play Hockey."

LESSON 19. What it means

'I can always tell what he means.'

Exercise: Which of the following statements are true, which are not true, and which may or may not be true?

1. I can make neither head nor tail of what he says.
2. His meaning is always plain to me.
3. He often misleads me.
4. It is always possible for me to make out his meaning.
5. He is very good at arithmetic.
6. He is always intelligible to me.
7. His words always mean something to me.
8. How good his handwriting is!
9. His meaning is beyond my understanding.
10. He speaks slowly.
11. His words never bewilder me.
12. His meaning is always clear to me.
13. To me his words are empty sound.
14. I can never catch the drift of what he says.



LESSON 20. Grammar - Exclamation

When a person is very happy, or surprised, or sad, or afraid, or pleased, he sometimes uses a word, or even one or two words, which are not really part of a sentence: "Hurrah!" "Alas!" "Oh!" These words are called *exclamations* (or *interjections*) and should be followed by an exclamation mark as shown. *An exclamation is a word or words not directly connected with a sentence and expressing a person's feelings.*

Find the exclamations and write the sentences putting in the proper punctuation:

1. my goodness we shall be late
2. ah there you are

LESSON 21. Composition - How to describe

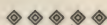
A Prized Possession

Exercise: Write a composition on "A Prized Possession."

Begin the composition thus—"Of all the things I own, that which I value most is _____."

Then, in a second paragraph, describe it.

In a third paragraph tell why you treasure it.



LESSON 22. Grammar - Review

Which of the verbs in the brackets in each of the sentences below is correct? Be able to tell why. Try to tell what part of speech each word is and find the subjects and objects (if any).

1. The little boy (run, ran) swiftly down the deserted street.
2. We (saw, seen) an old man standing near the corner.
3. Many tourists (come, came) to Montreal last summer.
4. She (sung, sang) many songs to me.
5. Has he (gone, went) to the new school?
6. Have they (swam, swum) across the lake?
7. They have (took, taken) my new bicycle.
8. I (done, did) my work for John.
9. The cat (drunk, drank) the warm milk quickly.
10. Oh! Jean and Robert have (wrote, written) me two long letters.

LESSON 23. How paragraphs are built

Write the following sentences in their proper order, and give the paragraph a title.

1. "But it was stew and potatoes yesterday," complained Tommy.
2. "What is for dinner to-day?" he asked.
3. Tommy came rushing in from school.
4. "Stew and potatoes," replied his mother.
5. "No," said his mother quietly, "it was potatoes and stew."



LESSON 24. How words are used - OLD and NEW

1. What is *the New World*?
2. When a man turns over *a new leaf*, what has he been doing and what does he intend to do?
3. "She has *an old head on young shoulders*." Explain.
4. To what country is an Australian referring when he talks about *the old country*?
5. What are *new potatoes*?
6. "This author gives us a fine picture of *Old London*." What is Old London?
7. "The school is proud of its *old boys*." Who are old boys?
8. What do we mean when we say that a certain man is *young in years* but *old in sin*?
9. There is an inn in Gloucester, England, called the *New Inn*. It was founded in the 14th century. Then why is it so called?
10. Why is the forest in Hampshire, created by William the Conqueror, called the *New Forest*?

LESSON 25. Composition - How to describe



A Violin

Exercise 1. HEADINGS: *class of instrument, body, strings, bow, how played.*

1. What classes of musical instruments are there?
2. To what class does the violin belong?
3. Of what material is the body of the violin made?
4. What purpose does this body serve?
5. Of what material are the strings made?
6. How many strings has a violin?
7. How are the strings attached to the violin?
8. What is the use of the bridge?
9. Describe the bow.
10. How must the bow be treated before it is used?
11. Draw the bow across the strings. What happens?
12. Which hand holds the bow?
13. What does the other hand do?

Exercise 2.

Describe a violin in five paragraphs.

LESSON 26. What it means

'His health is improving slowly but surely.'

Exercise: *Which of the following statements are true, which of them are untrue, and which of them may or may not be true?*

1. He has taken a new lease of life.
2. He is gaining ground.
3. His disease is incurable.
4. There is no doubt about his recovery.
5. He will never be the same man again.
6. His recovery is doubtful.
7. His trouble began six months ago.
8. He is rallying.
9. His case is by no means hopeless.
10. He is recovering rapidly.

**LESSON 27. How words are used - Adjectives**

Exercise: *What adjective would you apply to the person described in each of the following sentences?*

Example: "He never behaved foolishly" *means* "He was wise."

1. He never worked if he could help it.
2. He never told a lie.
3. He never feared a foe.
4. He never boasted.
5. He never behaved cruelly.
6. He never came late to school.
7. He never behaved rudely.
8. He never thought of anyone but himself.
9. He never wasted a cent.
10. He never acted rashly.
11. He never ceased his efforts till the work was done.
12. He never heeded the advice of others.

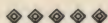
LESSON 28. Composition - How to describe

A Lady I Know

Exercise: Write a composition on "A Lady I know."

Write your composition in four paragraphs dealing with :

1. Her name, age (young, middle-aged, old), appearance, and dress.
2. Her character and temper.
3. Things she says and does that make her not quite like other people.
4. Whether you like her or not.



LESSON 29. How best to say it - Adjectives and nouns

Exercise 1. Which of the following are sharp, or pointed, or prickly?

spike	needle	spur	horn
steeple	poker	stubble	bramble
brier	thorn	tusk	knife
razor	porcupine	awl	chisel
thistle	nib	peak	saw

Exercise 2. Here are six nouns:

train, horse, monkey, blow, rescue, flow.

Here are six adjectives:

prompt, fleet, express, agile, rapid, hasty.

Put each of the adjectives alongside the noun which it is best fitted to qualify.

Exercise 3. Mention something that is always

- | | | | |
|----------------|-----------|--------------|------------|
| (a) smooth | (b) level | (c) sleek | (d) glossy |
| (e) unwrinkled | (f) soft | (g) slippery | |

LESSON 30. How paragraphs are built

Write these sentences in their proper order, and give the paragraph a title.

1. Of course it took five minutes to find another one.
2. Next, when he was putting on his shoes he broke a lace.
3. Bobby was feeling upset.
4. The final misfortune fell on him when he could not find his cap.
5. He had risen late that morning.

**LESSON 31. How words are used - Nouns**

A person who feels strongly may use words to express his feelings. For example, if he feels pity for an ill-used animal, he might say "Poor thing!" or "What a shame!"

Exercise 1. *Tell what a man might say if he felt:*

glee	woe	contentment	discontent
regret	relief	weariness	despair
disgust	anger	hope	fear
astonishment		irritation	

Exercise 2. *Say what you would expect to find written or printed in:*

an atlas	a calendar	a register	a note-book
a diary	a dictionary	a novel	a ship's log
a magazine	a biography	a scrap-book	an album

LESSON 32. Composition - The friendly letter

Most letters are written for some special purpose—perhaps to invite a person to one's home, or to thank some one for a gift. The most delightful letters to receive, however, are those in which a friend seems to be talking to us, telling of interesting things that have happened or are going to happen. To be able to write such letters is an art worth acquiring.

Here is a letter written by a Grade Seven boy to his cousin in the city:

Richmond, Quebec,
October 18, 1938.

Dear Jack,

Do you remember the day we saw the skunk in the berry patch? It was well that we saw him in time, wasn't it? But wait till I tell you about our dog. He must have tried to make friends with a skunk the other day, for he came home at supper time and Oh! what a smell. He was bound to come into the house. He seemed to be proud of himself. I took him out and gave him a bath—no good! Sis tried perfume—worse! We did not know what to do with him all night. We could not have him in the house and Dad would not let us put him in the garage. Finally we took him out to Uncle Ned's farm and left him in the stable all night. Uncle Ned declares the cows' milk was tainted for two days!

We are planning a Hallowe'en party at school these days. Each class is to put on a stunt of some kind. If you know of a good one to last about ten minutes and not cost anything, I wish you would write and tell me about it. It would be fine if we could get something no one has seen before.

Your cousin,

Bob.

Exercise: Write Bob's letter, referring to the dog's adventure, and describing some stunt for the party.

LESSON 33. What it means

'He did his best to deceive me, but he failed.'

Exercise: Which of the following statements are true, which are untrue, and which may or may not be true?

1. I was not deceived by his smooth tongue.
2. He tried to hoodwink me.
3. I was beguiled.
4. I knew him for a cheat.
5. I am a difficult man to deceive.
6. His trickery deceived me.
7. I was proof against his wiles.
8. I was not blind to his deceit.
9. I hate him.



LESSON 34. Grammar - Review

Which of the words in the brackets is correct? Be able to tell why.

1. We (shall, will) finish our collection to-morrow.
2. You (shall, will) hear from us soon.
3. John (shall, will) visit us next week.
4. (Shall, Will) they play us again?
5. I (shall, will) read to you later.
6. Who is there? It's (me, I).
7. It was (he, him) who told us.
8. It (shall, will) be (we, us) who will win.
9. We knew the culprit to be (he, him).
10. The judges announced the winners were (they, them) whom we had watched.

LESSON 35. Composition - A debate

A very interesting programme for a Friday afternoon is a debate. Some topic is agreed upon and stated in a resolution like this: "Resolved that pupils in an ungraded school get a better training than those in a graded school." *Two* teams of three persons each are chosen, *one* team to support the resolution, and *one* to oppose it. The first team is called the Affirmative and the second the Negative. The debate is started by the leader of the Affirmative who advances as many reasons as he can in support of the resolution. The leader of the Negative then tries to disprove what his opponent has said, and gives reasons for opposing the resolution. The other speakers follow in turn and the leader of the Affirmative closes the debate by replying to the arguments of the last speaker on the Negative. The time to be allowed each speaker is decided before the debate begins, and a time-keeper is appointed who gives a signal to each speaker when his time is up. A committee of judges decides, usually by a vote, which side has won the debate.

Exercise:

1. Make a list of arguments or "points" for each team debating the resolution above.
2. Prepare a convincing paragraph explaining any *one* of the points given in 1.



LESSON 36. How paragraphs are built

Write these sentences in their proper order, and give the paragraph a title.

1. Her sleep was dreamless.
2. One of them was whistling a merry air.
3. Madeline went to bed at eleven, thoroughly tired by her long journey.
4. Outside she could hear the servants going about their morning tasks.
5. When she awoke the sun was shining in at her window.

**LESSON 37. Grammar - Present Participles**

The present participle of a verb is that part of the verb which ends in *-ing*: hoping, liking. You must remember, however, that not all words ending in *-ing* are present participles. A word ending in *-ing* is only a present participle if it goes with a helping verb or does the work of an adjective: "I am swimming." *Swimming* is a present participle because it goes with the helping verb *am*. "I took a swimming lesson." *Swimming* is a present participle because it does the work of an adjective. "Swimming is good exercise." *Swimming* is not a present participle because it neither does the work of an adjective nor goes with a helping verb; in this sentence it is a noun, because it is the name of something.

Exercise 1.

In the following sentences tell whether the words ending in -ing are present participles or nouns.

1. Where is my writing book?
2. Were you running in the race?
3. Reading is a pleasant pastime.
4. Last night I was reading a new book.

Exercise 2.

Write sentences using these words as adjectives:

Running, shining, working, whistling, waving, freezing.

LESSON 38. How best to say it

The choice of words is most important. Great changes in meaning can often be made by slight changes in words. An illustration of this is given in the following story:

In the same town and in the same street there were three butchers' shops owned by Smith, Jones, and Thomson. Naturally they were great rivals. One day Smith's window contained a poster with these words, "TRY SMITH'S SAUSAGES, THE BEST IN THE COUNTRY." Next day Jones had a poster in his window proclaiming: "TRY JONES' SAUSAGES, THE BEST IN THE WORLD." Three days went past before Thomson's poster appeared. It said: "TRY THOMSON'S SAUSAGES, THE BEST IN THIS STREET."

Exercise: Which was the most effective poster, and why?



LESSON 39. How words are used - BREAK

Exercise: Use one of these expressions in place of each phrase in italics in the sentences below.

broke loose	broke out of	broke off
broke out in a rage	broke up	broke our journey
broke new ground	broke down	broke in

1. The convict *escaped from* prison.
2. The horses *freed themselves* from their halters.
3. This strong man *gave way* and cried like a child.
4. This great man *did something that no one else had ever done*.
5. I *gave up* the habit of smoking.
6. For a living he *trained* young horses.
7. She *got into the most violent temper*.
8. We were all happy when the school *was dismissed* for the holidays.
9. We *halted* at Niagara to see the Falls.

LESSON 40. How words are used - Careful speech

Many people speak badly not because they do not know how to pronounce their words, but just because they do not take time or care to say their words properly. Such speech is due really to laziness.

Exercise 1. *Practise saying these words or expressions aloud:*

history	accept	want to
geography	perhaps	have to
poetry	kept	like them
language	going	at all
government	prompt	don't know

Exercise 2. *Make on the board a list of words you and your classmates do not say distinctly.*



LESSON 41. Grammar - Adjective phrases

In the sentence, "The train from the city arrived early," the group of words *from the city* tells us *which* train we are speaking of. Since the word *train* is a noun, and since *from the city* is a group of words telling us something more about that noun, such a group of words is called an *adjective phrase*.

Exercise:

Change the adjectives in italic into adjective phrases.

1. We attended the *school* concert.
2. The *church* hall has been painted.
3. The Indian made a *birch* canoe.
4. She is sitting on a *garden* bench.

LESSON 42. How best to say it - Some similes

When we say one thing is like another, we use a simile.

peacock	bat	snail	lion	fox
eel	lamb	kitten	owl	mule

Exercise: *From this list fill in the missing words in these sentences:*

1. He is as gentle as — — .
2. He is as bold as — — .
3. He is as cunning as — — .
4. He is as stubborn as — — .
5. He is as slow as — — .
6. He is as lively as — — .
7. He is as solemn as — — .
8. He is as proud as — — .
9. He is as blind as — — .
10. He is as slippery as — — .



LESSON 43. Ways of saying the same thing

Exercise: *In each of the following pairs of sentences make the second sentence mean the same as the first by filling in the blanks.*

1. Not a man was to be seen in the street.
— — — deserted.
2. "Please tell me," she said to him.
She begged — — — .
3. The height of the room was twelve feet.
The room was — — — .
4. What a fine brain you have!
— — very clever.
5. He kept on shouting until he was hoarse.
He grew hoarse — — .
6. The telegram told him to motor home next day.
The telegram said, " — — — ."

TESTS A

- I. 1. What is the "opposite" of (a) a *sharp* knife, (b) a *sharp* answer, (c) a *sharp* walk?
2. Give the meaning of "I know what he means" in two other ways.
3. Which of the verbs in brackets is correct?
- (a) The ship (sank, sunk).
- (b) She has (swam, swum) more than a mile.
- (c) The ship has (sprang, sprung) a leak.
4. Give one word for each phrase in italics:
- (a) I *set store by* his opinion.
- (b) He *set* me *right*.
- (c) They were *set upon* by robbers.
- II. 1. Describe a floor-brush, *or* a carpet-sweeper, *or* a vacuum cleaner.

TESTS B

- I. 1. Give the meaning of (a) He was a blood-thirsty person, (b) He has lost flesh, (c) He made my flesh creep.
2. Give the meaning of "His health is improving" in two other ways.
3. Which of the verbs in brackets is correct?
- (a) The old oak has (fell, fallen).
- (b) The white hen has (laid, lain) an egg.
- (c) How you have (grew, grown)!
4. Give two words for each phrase in italics:
- (a) Within a month he *broke out of* prison.
- (b) His mother *broke the news* of his brother's death.
- (c) She tried to *break off* this bad habit.
- II. 1. Describe a bed, *or* a sideboard, *or* a kitchen cupboard.

TESTS C

- I. 1. *What is meant by* (a) speaking below your breath, (b) showing the white feather, (c) wasting your breath?
2. *What is the past tense of:* (he) steals, draws, feels, slits, eats?
3. Make each second sentence mean the same as the first:
- (a) She was so afraid that she trembled.
She trembled — — .
- (b) I did not lose sight of him.
I kept him — — .
- (c) Nobody helped me to do this.
I did this — — .
4. What adjectives best describe these persons?
- (a) Tom faced his enemies boldly.
- (b) Dick always thought twice before doing anything.
- (c) Harry never told a lie.
- II. 1. Write a description of "Our Doctor," or "Our Dog."

TESTS D

- I. 1. *What is meant by* (a) as cross as two sticks, (b) stone-blind, (c) killing two birds with one stone?
2. *What is the past tense of:* (he) sings, wins, flees, digs, hides?
3. Make each second sentence mean the same as the first:
- (a) There is no doubt about his truthfulness.
His truthfulness is — — .
- (b) They were separated by a river.
A river flowed — — .
- (c) He is quite changed.
A change has — — him.
4. What adjectives best describe these persons?
- (a) Tom never boasted.
- (b) Dick was not fond of work.
- (c) Harry was no fool.
- II. 1. Write a description of "My chum" or "My uncle (aunt)."

LESSON 44. Grammar - Review

Which of the words in the brackets is correct? Be able to tell why.

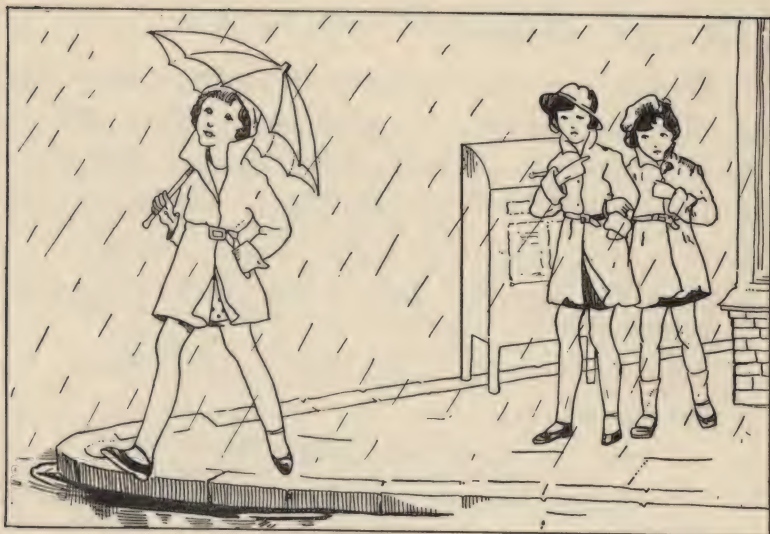
1. You (shall, will) get a surprise.
2. Ellen and Jane (shall, will) perform at the concert.
3. It (shall, will) be a holiday on Wednesday.
4. I expect I (shall, will) be finished soon.
5. We (shall, will) come back here next year.
6. It (shall, will) be (she, her) who (shall, will) meet us.
7. The kind (shall, will) be (he, him) who (shall, will) pull the sword from the huge stone.
8. They expected the leader to be (he, him) whom they had trusted.
9. It was (we, us) who did most work.
10. They reported the victim to be (he, him) who had helped so many others.

**LESSON 45. Composition - Using the telephone**

Arrange yourselves in groups of two. Each group should prepare and carry on over an imaginary telephone line one of the conversations suggested below. At the close of each conversation the other members of the class may point out any lack of courtesy or definiteness on the part of either speaker.

1. Invite a friend to go on a hike with you on Saturday.
2. Ask your mother for permission to go to a friend's home for tea.
3. Order some groceries for your mother.
4. Inquire as to train connections with a nearby town.
5. Make an appointment with your dentist.
5. Arrange to have the time of your music lesson changed.
7. Talk to a schoolmate who is quarantined.

LESSON 46. Composition - A Story



Pride goeth before a Fall

Exercise:

1. *This picture shows what happened just before the end of a story. Tell the story.*

Begin the story thus: "Priscilla was very proud of herself and of most things she owned, but she was especially proud of her new umbrella."

2. Now write this story as one of the poorly-dressed girls might have told it.



LESSON 47. How sentences are built - Punctuation

Exercise: Write each of the following correctly:

1. what is it the children cried
2. dear dear dear sighed the king this is very sad
3. its raining she said come indoors
4. what a jolly day we spent
5. a fairy tale often begins with once upon a time

LESSON 48. How words are used

Using your dictionary, if necessary, decide which of the bracketed words to use in each blank.

1. He was — excited about it. (quite, quiet)
2. The heat has no — upon him. (affect, effect)
3. My brother — me to swim. (taught, learned)
4. I hope they — our invitation. (except, accept)
5. It is — time to go home. (most, almost)
6. Jean had the — part in our play. (principal, principle)
7. Tom was very — last night. (quiet, quite)
8. No one was late — me. (except, accept)
9. — me — my parcel here. (leave, let)
10. The storm has — blocked the road. (most, almost)
11. We tried to — our dog to beg. (teach, learn)
12. The frost seems to — the clock. (affect, effect)



LESSON 49. How words are used - Adjectives

Exercise: *Arrange the following adjectives according to their meaning under these four headings:*

BRAVE,	COWARDLY,	RASH,	CAUTIOUS.
Headstrong	Undaunted		Heroic
Careful	Fearful		Chary
White-livered	Prudent		Stout-hearted
Wary	Reckless		Poor-spirited
Desperate	Daring		Heedful
Timorous	Headlong		Bold
Craven	Discreet		Foolhardy
Fearless	Faint-hearted		Hare-brained

LESSON 50. Composition - A Story

The Sad Story of a Pigtail

Read this poem carefully.

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much and sorrowed more,
Because it hung behind him.

He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.

Says he, "The mystery I've found—
I'll turn me round"—he turned him round;
And round and round, and round and round,
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain—it mattered not a pin—
The pigtail hung behind him.

And right and left, and round about,
And up and down, and in and out
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist, and twirl, and tack,
Alas! still faithful to his back,
The pigtail hangs behind him.

W. M. THACKERAY.

Exercise:

1. Write the story of the poem in your own words.
2. Now write it as the sage himself might have told it.

LESSON 51. How paragraphs are built

Write these sentences in their proper order, and give the paragraph a title.

1. William played in this cave.
2. It so happened that in his father's garden there was an outcrop of oil shale.
3. William Murdoch was born in 1752 in an Ayrshire cottage.
4. It also happened that near his home was a cave.
5. The flame thus obtained illuminated the cave.
6. To illuminate it he packed a teapot with broken shale and baked it.
7. Then he lit the smoke which came through the spout of the teapot.



LESSON 52. How words are used - TURN

Exercise: Put one of the following expressions in place of each of the expressions in *italics* in the sentences below:

turned turtle	turned six	turned
turned a deaf ear	turned on	turned up
turned about (round)	turned the corner	turned out

1. Mary is now *six years old*.
2. My sister has been very ill, but I think she has now *begun to get better*.
3. Although he pleaded hard with them, they *would not listen*.
4. He *faced* his pursuers *and fought them*.
5. At the last moment the missing man *appeared*.
6. The ship *heeled right over*.
7. The tide *began to ebb*.
8. She *faced the other way*.
9. This *proved* to be the case.

LESSON 53. Composition - Informal Notes

Dear Fred,

My sister and I are planning a sleigh-ride for Friday evening, and we hope you can come. We intend to meet at the school at seven o'clock. After the sleigh-ride we shall all come back here for something to eat. Do come if you can.

Sincerely yours,
Jack Collins.

Maple Hill Farm,
December tenth.

Dear Jack,

Thank you for inviting me to the sleigh-ride next Friday. I shall certainly be there unless I am sick in bed or break a leg. I am sure we shall have a jolly time.

Yours faithfully,
Fred Logan.

Pine Crest,
December twelfth.

Letters like these are called informal notes. They are much shorter than friendly letters, and contain only one message, usually an invitation or a reply.

Exercise: Suppose an invitation to the same party were sent to Evelyn Hardy. Evelyn has the mumps and cannot go. Write her reply to the invitation.

LESSON 54. How sentences are built - Punctuation

Punctuate the following sentences. The number in brackets tells you how many marks are needed in the sentence :

1. Mother said Harry may I go now (7)
2. No Jim I cant do that (4)
3. Dr Clarke of Manitoba College is to address our club on February 15 (4)
4. Oh What a surprise (2)
5. She wore a red mackinaw hiking breeches beaded moccasins and a jaunty little toque (4)
6. Dont touch the lamp Henry (3)
7. Yes Im going Bill (4)
8. Tom shouted Watch out Dick (5)
9. Rev A M Pattersons address is 16 St Joseph St Westmount Que (10)
10. Hurrah We won six to four (3)

**LESSON 55. How words are used - Verbs**

Exercise: *Arrange the following words or phrases according to their meaning under these four heads:*

BE CHEERFUL, BE SAD, MAKE CHEERFUL, MAKE SAD.

pine	grin	pester	please
depress	triumph	chuckle	pain
charm	rejoice	mourn	exult
wound	enchant	gladden	take heart
annoy	harrow	droop	mope
crow	delight	plague	cheer

LESSON 56. Composition - How to describe

The River

Clear and cool, clear and cool,
By laughing shallow, and dreaming pool;
Cool and clear, cool and clear,
By shining shingle and foaming weir;
Under the crag where the ouzel sings,
And the ivied wall where the church-bell rings
Undefiled, for the undefiled;
Play by me, bathe in me, mother and child.

Dank and foul, dank and foul,
By the smoky town in its murky cowl;
Foul and dank, foul and dank,
By wharf and sewer and slimy bank;
Darker and darker the further I go,
Baser and baser the richer I grow;
Who dare sport with the sin-defiled?
Shrink from me, turn from me, mother and child.

Strong and free, strong and free,
The flood gates are open, away to the sea,
Free and strong, free and strong,
Cleansing my streams as I hurry along
To the golden sands, and the leaping bar,
And the taintless tide that awaits me afar,
As I lose myself in the infinite main,
Like a soul that has sinned and is pardoned again.
Undefiled, for the undefiled;
Play by me, bathe in me, mother and child.

CHARLES KINGSLEY

Exercise: *Describe the river in three paragraphs as it would be seen by a person who followed its course (a) from the source, (b) through the town, (c) to the sea.*

LESSON 57. How paragraphs are built

Write these sentences in their proper order, and give the story a title.

1. "By seeing who gets angry first."
2. A cobbler used to listen to the arguments of some learned men who spoke in Latin.
3. "How?" was the next question.
4. "Do you know Latin?" he was asked one day.
5. "No," said he, "but I always know who is wrong in the argument."

**LESSON 58. Grammar - Adverbial phrases**

"He lived in the mountains." *In the mountains* is a group of words telling more about the word *lived* which is a verb. Thus it does the work of an adverb so we call it an *adverbial phrase*.

Find the adverbial phrases in these sentences:

1. Jane walked down the street.
2. He caught trout in the lake.
3. The dog ran across the field.
4. The leaves will fall from the tree.
5. The boys swim at the old dam.

Find the phrases in these sentences and tell whether they are adverbial of adjectival:

1. The flowers in the garden are beautiful.
2. I walked behind the procession.
3. Put a shade over the window.
4. The door of the cottage stands ajar.
5. We live near the village.

LESSON 59. What it means

Lullaby of an Infant Chief

O hush thee, my babie, thy sire was a knight,
Thy Mother a lady, both lovely and bright;
The woods and the glens, from the towers which we see,
They all are belonging, dear babie, to thee.

O fear not the bugle, though loudly it blows,
It calls but the warders that guard thy repose;
Their bows would be bended, their blades would be red,
Ere the step of a foeman drew near to thy bed.

O hush thee, my babie, the time soon will come,
When thy sleep shall be broken by trumpet and drum;
Then hush thee, my darling, take rest while you may,
For strife comes with manhood, and waking with day.

SIR WALTER SCOTT.

Exercise: Which of the following statements are true of the baby? Which are not true? Which may or may not be true? Quote from the poem in support of your answers.

1. His parents were people of humble rank.
2. He was the heir to millions.
3. His father was a warrior.
4. He was a healthy child.
5. He was an orphan.
6. His mother sang the lullaby.
7. His home was a mansion.
8. His eyes were blue.
9. He heard the bugle.
10. One day he would be a warrior.
11. He had not an enemy in the world.
12. He was at least a year old.
13. He lived long ago.
14. There was no one to guard him.

LESSON 60. Grammar - Phrases

Find the phrases in the following sentences and tell whether they are adjectival or adverbial.

1. The house at the end of the street is empty.
2. We liked the lion at the zoo.
3. Many people will come here from the city.
4. The child ran in front of the car.
5. The pictures on the wall are crooked.
6. The clouds in the sky are fleecy white.
7. In the morning, sailors manned the ships in the bay.
8. The pilot of the plane brought it low over the city.
9. The vessel sailed past many islands in the gulf.
10. We climbed to the top as quickly as possible.



LESSON 61. How best to say it - Some metaphors

In a simile we say that one thing is like another. In a metaphor we say that one thing is another. Thus :

He is as bold as a lion. (*Simile*)

He is a lion in the fight. (*Metaphor*)

When we say, "On seeing his father, Jack's face lit up," we do not mean that Jack's face burst into flame, but only that his joy was so great that it was clearly seen in his face, the change being like that from darkness to light.

Exercise: *From the following verbs choose one to complete each of the sentences below:* shone, fell, burned, clouded, froze.

1. A boy received a present : his face — .
2. A boy saw a ghost : his face — .
3. A boy was discovered in a mean trick : his face — .
4. A boy received a disappointment : his face — .
5. A boy became sulky : his face — .

LESSON 62. Composition - A Story



How the Race Ended

This picture shows how things are just before the story ends. The story began when Tommy Dunn boastfully challenged Tim Hawkins to a cycle race.

Exercise:

1. Write the story in your own words.
2. Write it as Tommy might tell it. Tommy was not too proud of his adventure.
3. Now write it as Tim Hawkins told it to a friend. Tim was amused.



LESSON 63. How sentences are built - Punctuation

Exercise: Write each of the following correctly:

1. foolish boy he said you will come to grief one of these days
2. who lives there she asked a very charming old lady was the reply

LESSON 64. How paragraphs are built

Write the sentences in each group in their proper order. Each group will then form a paragraph in a composition on "A Memorable Day."

- A.** 1. Mother allowed me to invite to it six of my chums.
2. Afterwards we played games till nine o'clock.
3. I had a birthday party last Monday evening.
4. At five we all sat down to tea.
5. They arrived at ten minutes to five.
- B.** 1. At five o'clock we had tea and afterwards we played games.
2. My birthday party lasted from five o'clock till nine.
3. The guests arrived at ten minutes to five.
4. It was held last Monday evening.
5. There were six of my chums whom Mother had allowed me to invite.

**LESSON 65. Grammar - Review**

Tell which of the words in the brackets is correct. Tell what part of speech the correct word is in each case and find the subject and object (if any).

1. Coming to school last winter, I (freezed, froze) my left cheek.
2. Richard (brung, brought) his little brother with him.
3. All the birds have (flew, flown) away.
4. The new teacher (rang, rung) the bell loudly.
5. Has the mail (come, came)?

LESSON 66. What it means

The Happy Man

How happy is he born and taught
That serveth not another's will,
Whose armour is his honest thought
And simple truth his utmost skill !

Whose passions not his masters are,
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath.

This man is freed from servile bands
Of hope to rise or fear to fall;
Lord of himself, though not of lands;
And, having nothing, yet hath all.

SIR H. WOTTON.

Exercise: Say which of the following statements are true of the happy man, which are not true, and which may or may not be true.

1. There is no guile in him.
2. He strives to stand well with all men.
3. He truckles to no one.
4. He has a good digestion.
5. He is artful in all he does.
6. He goes with the stream.
7. He is ambitious.
8. He is a favourite with all.
9. He is no man's slave.
10. He shows self-control.
11. His parents were fine people.
12. Death holds no terror for him.
13. He is the slave of his desires.
14. His health is good.
15. He is wealthy.
16. He is a man to be pitied.
17. He is the master of himself.
18. He tells the truth, whatever may happen.
19. Everyone admires him.

LESSON 67. Ways of saying the same thing

Exercise: *In the following pairs of sentences make the second sentence mean the same as the first by filling in the blanks.*

1. Isn't she beautiful? (*a question*)
She is — . (*a statement*)
2. Who does not know that he is famous?
— — that he is famous.
3. Was ever such nonsense written?
— — such nonsense written.
4. Am I a mechanic?
I am — — .
5. Did ever you see such a hat?
— — — such a hat.
6. Now wasn't that a dainty dish?
— — a dainty dish.
7. How much longer are you going to play the fool?
— playing the fool.



LESSON 68. How words are used - Adverbs

willingly	by chance	perforce
unawares	willy-nilly	in ignorance
heartily	readily	designedly
under compulsion	unwittingly	reluctantly
of his own accord	grudgingly	freely
with his eyes open	unconsciously	purposely
with an end in view	with a bad grace	

Exercise: *Which of the above adverbs or adverb phrases could be used in place of the phrases in italics in the following sentences:*

1. He did this *because he wished to do it.*
2. He did this *because he had to do it.*
3. He did this *knowing that he was doing it.*
4. He did this *without knowing that he was doing it.*

LESSON 69. Composition - Re-telling a story

To be able to tell a story well is an accomplishment anyone can acquire by practice. We are constantly reading or hearing stories that we should like to tell others. But sometimes we spoil the story by telling it badly. The following suggestions on story-telling are offered by those who do it well:

1. Know your story well. Be able to give certain important phrases word for word.
2. Be interested in your story. Enter fully into the excitement, or fun, or terror of the story.
3. Look into the eyes of your listeners. To see the varying expressions on their faces is half the fun.
4. Speak distinctly. It is usually wise to speak slightly more slowly than you do in ordinary conversation.
5. Use your voice skilfully. Vary your tone according to the joy or surprise or fear you are trying to describe.
6. Make a slight pause between sentences. Do not fill these pauses with any sort of drawl.

Exercise 1.

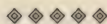
1. Find in a paper or magazine a short story that your classmates have probably not read.
2. Practise telling it to one or two of your friends.
3. Tell it to the class.

Exercise 2. Some classes hold occasional story telling contests. Each pupil is allowed one minute to tell a story. The stories in any contest must be of the same kind: animal stories, or amusing stories, or history stories. When everyone has had a chance the teacher or some visitor announces the winner.

LESSON 70. How paragraphs are built

Exercise: *Arrange the following sentences in their proper order so that they form one paragraph of a composition on "Paper Making." (Begin with sentence 3)*

1. After the bleaching, it is pounded once more.
2. The trees are felled, floated to a mill, chipped up, and pounded to pulp.
3. The cheapest paper is made from wood pulp.
4. The pulp, with the gypsum now added, is pressed into thin sheets and pressed between rollers.
5. When it has been given this second pounding, loading material, such as powdered gypsum, is added to it to stop up pores and give it a better surface.
6. Spruce trees from our great Canadian forests give us the wood pulp material.
7. Finally it is passed through a "sizing" bath, and when it has been passed, for drying and glazing, between hot rollers, it becomes what we know as paper.
8. Next it is bleached.
9. The pulp is first washed, boiled, and drained.

**LESSON 71. Correct forms - Possessives**

Insert the necessary apostrophes in these sentences:

1. The childrens shoes are muddy.
2. The girls workbooks are very neat.
3. James skates need sharpening.
4. Ladies hats are usually prettier than mens.
5. The story of Moses bargain is amusing.

LESSON 72. Correct forms - Words after "THAN"

After "than" we usually omit one word or more. Instead of saying, "Jack can run faster than Tom can run," we usually say, "Jack can run faster than Tom." If you are in doubt whether to use *I* or *me*, *he* or *him*, *she* or *her*, *we* or *us*, *they* or *them*, after "than," fill in the missing verb and you will know which is the correct usage. For example "You are stronger than *him*" is seen to be wrong when the sentence is written out in full thus: "You are stronger than *he* is."

Exercise: Which of the two pronouns in brackets is correct?

1. John is taller than (I, me).
2. You are worse than (him, he).
3. I am older than (her, she).
4. We are stronger than (they, them).
5. You are no better than (we, us).
6. We rose earlier than (them, they).
7. They play better football than (us, we).



LESSON 73. Grammar - Principal clauses

"They played on a swing" is a sentence because it consists of a group of words making complete sense. "They played on a swing which their father had made" is a sentence too. In this second sentence the words *They played on a swing* still make complete sense by themselves but they are only part of the sentence so they get a special name. In a sentence a group of words that could make a sentence by itself is called a *Principal Clause*.

Find the principal clauses in these sentences.

1. When the rain stopped he went out to play.
2. They saw the plane which had crashed.
3. The guard shouted to us that we should return.
4. Montreal, which is on an island, is the largest city in Canada.
5. Many birds fly south when winter comes.

LESSON 74. What it means

'Nobody cares what he thinks about the matter'

Exercise: Which of the following statements are true, which are untrue, and which may or may not be true?

1. His opinion carries weight.
2. People value his opinion highly.
3. He is very good natured.
4. A fig for his opinion !
5. What he thinks is neither here nor there.
6. His opinion is sought after.
7. He has been unlucky.
8. Nobody cares a rush for what he thinks.
9. His opinion is of little account.
10. He is rather conceited.



LESSON 75. How words are used - CATCH and HOLD

1. Explain carefully what you do when you (a) *catch a train*, (b) *catch a cold*, (c) *catch your breath*.
2. "With the aid of a stout cudgel he *held the rascals at bay*." What did he do to them?
3. If a girl *holds her head high*, what kind of girl do we say she is?
4. "Jack was clever but Harry *held his own* with him." Was Harry clever? How clever was he?
5. He was *held in esteem* by everybody" means "Everybody — him."
6. "I *caught a glimpse* of her at church." Give the meaning of this sentence in very simple words.
7. "The besieged town *held out* for two months." What happened at the end of two months?

LESSON 76. Composition - A Story

Atalanta and Hippomenes

Atalanta, who was exceeding fleet, contended with Hippomenes in the course, on condition that if Hippomenes won, he should espouse her, or forfeit his life if he lost. The match was very unequal, for Atalanta had conquered numbers, to their destruction. Hippomenes, therefore, had recourse to stratagem. He procured three golden apples, and purposely carried them with him. They started. Atalanta outstripped him soon. Then Hippomenes bowled one of his apples before her across the course, in order not only to make her stop, but to draw her out of the path. She, prompted by female curiosity, and the beauty of the golden fruit, started from the course to take up the apple. Hippomenes, in the meantime, held on his way, and stepped before her; but she, by her natural swiftness, soon fetched up her lost ground, and left him again behind. Hippomenes, however, by rightly timing his second and third throw, at length won the race, not by his swiftness, but his cunning.

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Exercise:

1. *Write this story in simple language and in three paragraphs:*

- (a) the race arranged,
- (b) Hippomenes thinks of a trick to win the race,
- (c) the race.

2. Now write the story as Hippomenes might tell it.

LESSON 77. Grammar - Adjective clauses

"He showed me a collection of *many rare postage stamps*."

"He showed me a collection *which his father had made*." The words in italics in the first sentence do exactly the same work as those in italics in the second. Both groups describe the word *collection* so each one does the work of an adjective. Each group makes some sense though not complete sense but there is a difference between them. The first group has no verb with a subject so it is called an *adjective phrase*; the second one has a verb (*had made*) with a subject (*father*) so it is called an *adjective clause*. *An adjective clause is a group of words which has a verb with a subject and does the work of an adjective.*

Find the adjective clauses in the following sentences.

1. They met a man who had been to India.
2. The circus has an elephant that has only one tusk.
3. He has bought a house which is very old.



LESSON 78. How words are used - GOOD

1. What is the meaning of "good" in these expressions: *good news, good soil, a good fire, good spirits*?
2. If a man goes into business and *makes good*, what has happened to him?
3. Harry's father gave him a *good beating*. Did Harry think it was good?
4. What is meant by *having a good time*?
5. What does a person mean when he asks you if you have had a *good night*?
6. If you do someone a *good turn*, how should he feel towards you?
7. If a man is applying for a situation and asks a friend to say a *good word* for him, what is he asking his friend to do?
8. "Dick *as good as* told me a falsehood." Did Dick tell you a falsehood? If not, what did he tell you?

LESSON 79. Ways of saying the same thing

Exercise: In the following pairs of sentences make the second sentence mean the same as the first by filling in the blanks.

1. The only one who did not run away was Tom.
They all ran away — — .
2. He spent more money than he was earning.
He got — — .
3. If she had arrived a moment later she would have been late.
She arrived just — — .
4. They met without intending to do so.
They met — .
5. She was so hungry that she felt faint.
She was faint — — .
6. The water flowed over the fields.
The fields were — — .
7. The sun was about to set when they reached home.
They reached home — — .



LESSON 80. Grammar - Adverbial clauses

If a clause does the work of an adjective it is an adjectival clause. If it does the work of an adverb, it is an adverbial clause. In the sentence, "The lakes are frozen over when winter comes," *when winter comes* is a clause because it has a verb (*comes*) with a subject (*winter*) but does not make complete sense. It is an adverbial clause because it tells more about the verb *are frozen* so it does the work of an adverb.

Find the adverbial clauses in these sentences.

1. The people ran for shelter when the storm broke.
2. The squirrel stores its food before winter comes.
3. The game was abandoned because the light was bad.
4. When spring comes, flowers soon re-appear.
5. As Quebec is very old, it is an interesting city.

LESSON 81. What it means

'Jack set out to find the thrush's nest and found it. Tom found it when he was not looking for it.'

Exercise: Which of the following statements are true of Jack, which are true of Tom, and which of them might be true of either Jack or Tom?

1. He was bent on finding the nest.
2. It was his intention to find the nest.
3. It was his good fortune to find the nest.
4. He was making a collection of birds' eggs.
5. He found the nest more by good luck than by good guidance.
6. He found the nest by chance.
7. How surprised he was to find a nest!
8. His aim was to find the nest.
9. As luck would have it he found the nest.
10. He set his mind on finding the nest.
11. His finding of the nest was no matter of luck.
12. He could claim no credit in finding the nest.



LESSON 82. Grammar - Noun clauses

A clause which does the work of a noun is called a noun clause. Here is an easy way to recognize one. If the word *something* can be put in place of the clause, it is a noun clause. In the sentence, "He told us that he would come," the word *something* can fit into the sentence in place of the clause *that he would come* so the clause is a noun clause. In the sentence, "That he was tired could be easily seen," the words "that he was tired" are a noun clause. Can you see why?

Find the noun clauses in these sentences:

1. We heard that they were there.
2. Mary wrote that she had arrived safely.
3. Where he is going is not known.

LESSON 83. Composition - Making an outline

If you intend to make an oral or a written composition you will probably do it better if you plan it carefully. A good way to do this is to decide first on the main topics you will discuss and the order in which they should come. Then under each topic decide what details should be included and in what order. Experienced writers and speakers do this mentally, but beginners will find it useful to make an outline before commencing to compose the various paragraphs of the composition. You can best learn how to make such an outline by studying the compositions of great masters, and trying to understand how they planned what they wrote. If you turn to page 41 you will find Kingsley's description of a river. It is not at all likely that he wrote any outline, but it is clear that he had one in mind as he made his poem.

Exercise 1. *Copy and complete this outline:*

A River

I. *Near the source*

Appearance—clear, cool, sparkling, gleaming.

Surroundings—shingle, weir, crag, birds, church.

II. *In a city*

Appearance

Surroundings

III. *Near the sea*

Appearance

Surroundings

Comparison

Exercise 2. *Make an outline for a composition on "The Canadian Fisheries."*



LESSON 84. Grammar - Ways of saying the same thing

Read these sentences emphasizing different words in turn and see how many different meanings are possible.

1. I like that book.
2. You were very lucky.
3. Did he break two windows?
4. They threatened me.
5. Who said that?

LESSON 85. How paragraphs are built

Exercise 1. *Arrange the following sentences according to their meaning under three heads: (1) The uses of clothes, (2) The materials of which clothes are made, (3) The making of clothes.*

1. Cotton on the other hand is obtained from a plant, the cotton plant.
2. No less famous are the mills of Lancashire, where cotton cloth is made.
3. The clothes British people wear are generally made of wool or of cotton.
4. In this country clothes have two chief uses.
5. A great many people in this country are engaged in the making of woollen and cotton cloth.
6. The sheep provides us with wool which is, therefore, an animal product.
7. These are for warmth and for ornament.
8. The mills of Yorkshire, where woollen cloth is made, are famous all over the world.

Exercise 2. *Write the sentences under each head in their proper order. You will then have a composition in three paragraphs on "Clothes."*

**LESSON 86. How best to say it - Suitable greetings**

The words used in greetings will naturally depend on whether you know the people well, and whether they are young or old.

1. Write a Christmas greeting (a) to Cousin Nell (age 14), (b) to Aunt Helen.
2. Write a birthday greeting (a) to Uncle Bob, (b) to Cousin Robert (age 9).

LESSON 87. Grammar - Analysis of sentences

To analyse a sentence means to tell whether it consists of one independent clause or several clauses. If the sentence is made up of more than one clause, you must show how they are joined to make up the sentence as shown in the Table below. You should then show for each clause, in the way shown below, the subject, the words describing the subject, the verb, the words (if any) modifying the verb, the object (if any) and the words (if any) describing the object.

"The large steamer brought a precious cargo from China."

SUBJECT	WORDS DESCRIBING SUBJECT	VERB	WORDS DESCRIBING VERB	OBJECT	WORDS DESCRIBING OBJECT
<i>steamer</i>	<i>the large</i>	<i>brought</i>	<i>from China</i>	<i>cargo</i>	<i>a precious</i>

"My father lived in Scotland when he was a boy."

CLAUSE	KIND
<i>My father lived in Scotland when he was a boy</i>	principal clause adverbial clause

"We own the cow which won the first prize."

CLAUSE	KIND
<i>We own the cow which won the first prize</i>	principal clause adjectival clause

"He shouted that the game was over."

CLAUSE	KIND
<i>He shouted that the game was over</i>	principal clause noun clause

"That he could never win was seen by all."

CLAUSE	KIND
<i>That he could never win was seen by all</i>	noun clause principal clause

You may wonder where the subject is for the clause *was seen by all*. It is the whole noun clause *that he could never win*.

Analyse these sentences.

1. They know a house which is haunted.
2. He claimed that he had been attacked.
3. We shall go fishing when the season opens.
4. The cars stalled because the snow was deep.
5. I hear that he is very ill.
6. Alfred was the king who burnt the cakes.
7. The order was that all should leave.
8. There is a house that you will like.
9. When the wheat is ripe the harvest begins.
10. I like books which describe other lands.
11. The sailor shouted that they had struck a reef.
12. Because the power failed the factory stopped.

LESSON 88. How best to say it - Suitable Greetings

Here is a list of greetings you may use when you meet friends or are introduced by them to strangers:

Good evening!

It's a fine day.

How do you do?

What a stranger!

I am very pleased to make your acquaintance.

How glad I am to see you!

Speak of angels and they appear.

I hope you are well.

You are looking ever so much better than I expected.

Exercise: *Choose the most fitting of these expressions for you to employ in each of the cases given below:*

1. You go to the station to welcome a great chum.
2. Scene: A country road. You are on tramp and you pass an old labourer on his way home for supper.
3. You meet a friend who has been dangerously ill out for his first walk in the fresh air.
4. You are introduced by a friend to a stranger, who at once says that he is glad to meet you.
5. You unexpectedly meet a friend about whom you have just been talking.



LESSON 89. How words are used - Avoiding SAID

Exercise: *Write out the following dialogue using in each blank some word other than said.*

Robin Hood and the Bishop

"This is the Bishop of Hereford," — Robin to Little John, "and no pardon shall we have from him."

"Cut off his head, master!" — Little John.

Upon hearing this the Bishop was dreadfully frightened, and his fat face went as white as paper.

"Pardon! Pardon!" — the Bishop. "If I had known it was you; I'd have gone another way."

"I dare say you would," — Robin, "but no pardon do I owe you. You must come with me and go to the forest."

LESSON 90. Composition - A Story

The Story of Narcissus

Read this story carefully.

Narcissus is said to have been extremely beautiful and comely, but intolerably proud and disdainful; so that, pleased with himself, and scorning the world, he led a solitary life in the woods; hunting only with a few followers, who were his professed admirers, amongst whom the nymph Echo was his constant attendant. In this method of life it was once his fate to approach a clear fountain, where he laid himself down to rest, in the noon-day heat; when, beholding his image in the water, he fell into such a rapture and admiration of himself, that he could by no means be got away, but remained continually fixed and gazing, till at length he was turned into a flower, of his own name, which appears early in the spring.

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Exercise: *The story is told by Bacon in two sentences. Tell it in six or seven sentences, using very simple language.*



LESSON 91. Ways of saying the same thing

Exercise: *In the following pairs of sentences make the second sentence mean the same as the first by filling in the blanks.*

1. Not a word!
— !
2. I do not agree with you.
I — with you.
3. The skipper answered never a word.
The skipper was — .
4. Nobody would remain.
Everybody — .
5. Thou shalt not bear false witness.
Be — .

LESSON 92. How paragraphs are built

Exercise 1. *Arrange the following sentences according to their meaning under three heads: (1) The KINDS OF OILS, (2) MINERAL OILS, (3) FIXED OILS.*

1. The most common of those we get from plants are linseed oil, palm oil, olive oil, and castor oil.
2. This mineral oil is got by boring into the earth, the pressure below forcing the oil up the bore tube.
3. These two kinds are mineral oils and fixed oils, the latter being got from plants and animals.
4. It is often conveyed in pipes from the oil wells to the nearest seaport.
5. Oils are of two kinds.
6. Amongst the fixed oils we get from animals are lard, tallow, and cod liver oil.
7. The fixed oils are got mainly by squeezing the oil-bearing seeds of certain plants and by melting or boiling out the fat of animals.
8. There it is run into tanks on ships specially made to convey mineral oil from port to port.
9. One of the most important industries in the world is the getting and refining of mineral oil.

Exercise 2. *Arrange in their proper order the sentences which you have placed under the three heads. You will then be able to read or write out a composition on "Oils."*



LESSON 93. How sentences are built - Punctuation

Exercise: *Write this conversation correctly:*

Oh said he what a weary world is this what shall
I do to amuse myself you will best amuse yourself
said his sister if you try to amuse other people

LESSON 94. How sentences are built

Exercise: Give the meaning of each of the following pairs of sentences in a single sentence by using one of the conjunctions:

although	if	when	that	whenever
while	because	whether	why	

1. I knocked. Then I entered.
2. I scented danger. At that moment I ran.
3. This was great fun. At least Jimmy thought so.
4. Delay is dangerous. Therefore begin now.
5. The task was difficult. Nevertheless I did it.
6. Margaret was late. Her teacher asked her why.
7. You may sulk. In that case you will look foolish.
8. Nero fiddled. In the meantime Rome was burning.
9. Should he go? He could not decide.
10. The moment had come. They must depart.



LESSON 95. Ways of saying the same thing

Exercise: In each of the following pairs of sentences make the second sentence mean the same as the first.

1. How much longer am I to wait for an answer?
— — at once.
2. As he passed through the crowd nobody spoke.
He passed through the crowd — — .
3. Bad spelling will mean a loss of marks.
If you — — you will — — .
4. I said to myself, "Am I right?"
I — — I was right.
5. You are very dull.
— — you are!

TESTS - A

I. 1. *What is the meaning of* (a) She did not show face, (b) His face fell, (c) He wore his Sunday best, (d) She is now turned ten, (e) The ship turned turtle, (f) They turned a deaf ear?

2. Which is the correct pronoun to use in these sentences?

(a) She can run faster than (I, me).

(b) You are older than (she, her).

(c) They are younger than (us, we).

3. Make the following pairs of sentences into one without using the conjunction *and*:

(a) What was he to do? He could not decide.

(b) He was badly wounded. Yet he kept silent.

(c) I saw a cottage. I was born in it.

II. 1. Write a story under the title "A humble hero" or "A humble heroine."

TESTS - B

I. 1. *What is the meaning of* (a) No one asked quarter, (b) You told me a half-truth, (c) The missing man turned up, (d) This turned out to be true, (e) The sick boy has now turned the corner?

2. Which of the verbs within brackets is correct?

(a) Every one of them (was, were) successful.

(b) Which of you two (is, are) coming with me?

(c) There (was, were) more than one cake missing.

3. Make the following pairs of sentences into one without using the conjunction *and*:

(a) She had influenza. Therefore she could not come to school.

(b) I scolded her. Afterwards I was sorry.

(c) I entered a room. In it was a large table.

II. 1. Write a story under the title "My favourite character in History."

TESTS - C

I. 1. *What is the meaning of* (a) odd moments, (b) the small hours of the morning, (c) small change, (d) a good turn, (e) a stop-watch?

2. Make the second sentence of each pair mean the same as the first.

(a) I was left to kick my heels.

I was kept — .

(b) Her memory for names was good.

She — — readily.

(c) Never do a thing by halves.

Always — a task.

(d) He was held in esteem by everybody.

Everybody — him.

3. Give three sentences which mean "He was a miser."

II. 1. Write a short description of a dictionary or a newspaper.

TESTS - D

I. 1. *What is the meaning of* (a) a good time, (b) a good thrashing, (c) good spirits, (d) with a bad grace, (e) bad manners?

2. Make the second sentence of each pair mean the same as the first.

(a) She held her head high.

She was — .

(b) That is a well-worn proverb.

Everybody — — proverb.

(c) He faced the other way.

He — — .

(d) If you do not help me, I cannot win.

I cannot win — — aid.

3. Give three sentences which mean "He was a spendthrift."

II. 1. Write a short description of any public building you know.

LESSON 96. What it means

'James said I had done right, but Richard said I had done wrong.'

Exercise: Which of the following statements are true of James, which are true of Richard, and which might be true of either James or Richard?

1. He approved of my action.
2. He commended me.
3. He rebuked me.
4. "He was my friend, faithful and just to me."
5. My action received his blessing.
6. I was guilty in his eyes.
7. What a kindly soul he was!
8. I accepted his judgment.
9. He took exception to what I had done.
10. He applauded my action.
11. He frowned upon my action.
12. My action received his approval.



LESSON 97. How words are used - Verbs

Exercise 1. Range the following verbs according to their meaning under these four heads:

MOVE	FORWARDS	MOVE	BACKWARDS
MOVE	UPWARDS	MOVE	DOWNWARDS
scale	topple	return	lose ground
jog on	rise	sink	push on
mount	descend	fall	soar
fall back	go ahead	droop	advance
swoop	turn tail	ascend	dismount
bound	back water	get along	toboggan
swarm			

Exercise 2. Use each in a suitable sentence.

LESSON 98. Composition - How to write letters

In writing letters, care should be taken to make the letter suitable for its purpose. A business letter should be as brief as possible, clear, and polite without being at all familiar. A letter to a friend who is well and not in any trouble may contain a good deal of friendly news, and may be amusing. But a letter to a friend who is in grief (as, for instance, at the loss of a relative) must be kindly and sympathetic, and in this case anything amusing would be out of place. On the other hand, a letter to a friend who is ill and needs to be amused should be cheerful. It should also be kind and friendly, of course, but the more lively and amusing it is the better, and it cannot contain too much news of other friends and their doings, for the sick person finds the hours long and dull. A letter to parents will please them best if it is affectionate, and full of the writer's own doings, for that will interest the parents most.

Exercise:

1. Your special school-friend has been out of school two weeks with the measles. Write a letter of sympathy to him in hospital, giving news of school, and mutual friends.
2. Write a letter to a friend who stays at a distance, asking him to spend a week-end with you during the Christmas holidays. Suggest how you will spend Saturday, Sunday, and Monday.
3. Write a letter to a friend accepting the invitation he has sent you to spend the first week of August with him at the seaside. Tell him what you are specially looking forward to.
4. On Friday evening you sprained an ankle while out playing. Write a letter to your teacher telling her (or him) how the accident happened, what the doctor says, and when you may be expected back to school.

LESSON 99. How words are used - CAME

Exercise: *In each of the sentences below a word or phrase is printed in italics. Choose one of the following expressions to take its place:*

came round	came to an end	came about
came into	came near	came back to me
came off	came to grief	

1. At last the day's work *was finished*.
2. She *was almost* fainting.
3. She swooned but soon *got better*.
4. In a year he *lost his* fortune.
5. Of the two, Robert *fared* the better.
6. All this *happened* through Tom's laziness.
7. The queer stories I had heard about him *recurred to my* memory.
8. She *became heiress to* a great fortune.



LESSON 100. How words are used - Adjectives

Exercise 1. *Arrange the following adjectives according to their meaning under these four heads:*

COURTEOUS	DISCOURTEOUS	GOOD-TEMPERED
	BAD-TEMPERED	
Kindly	Rude	Touchy
Well-bred	Civil	Peevish
Bearish	Peppery	Brusque
Humane	Friendly	Polite
Ill-bred	Ladylike	Ungracious
Amiable	Hasty	Obliging
Ill-mannered	Mannerly	Charitable
Irritable	Fretful	Boorish

Exercise 2. *Use each in a suitable sentence.*

LESSON 101. **Correct forms - "AS...AS" and "SO...AS"**

After *as . . . as* or *so . . . as* we usually omit one word or more. Instead of saying :

(a) She is as pretty as her sister is.

(b) I was not so bold as my brother was.

we usually say

(a) She is as pretty as her sister.

(b) I was not so bold as my brother.

If you are in doubt whether to use *I* or *me*, *he* or *him*, *she* or *her*, *we* or *us*, *they* or *them*, after "as," fill in the missing verb and you will know which is the correct usage. For example, "I was not so afraid as *her*" is seen to be wrong when the sentence is written out in full thus: "I was not so afraid as *she* was."

Exercise: Which of the two pronouns in brackets is the right one to use?

1. I am not so tall as (he, him).
2. You are as much to blame as (I, me).
3. We are just as clever as (them, they).
4. They are not so well off as (us, we).
5. None was so pretty as (she, her).
6. I can sing as well as (her, she).
7. None of the boys could run so far as (he, him).
8. We did not work so hard as (them, they).
9. She walked as fast as (I, me).
10. They have as much right to be happy as (us, we).
11. I was as angry as (he, him).
12. They played as well as (us, we).

LESSON 102. **Ways of saying the same thing**

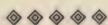
Exercise: Turn these exclamations into statements having the same meaning:

1. How sad she is !
2. How I love you !
3. What a dreadful time I have had !
4. Much you care !
5. A nice fellow you are !

LESSON 103. How paragraphs are built

Write the following sentences in their proper order. They will then tell the story of the phoenix in two paragraphs. (a) The phoenix of the Garden of Eden. (b) The phoenix of to-day.

1. But a spark fell from the flaming sword of the angel at the gate and set the nest on fire.
2. Amidst its flowers a bird called a phoenix built a nest which held one egg.
3. The story goes on to say that every hundred years the phoenix destroys itself by fire.
4. In the Garden of Eden a rose tree grew.
5. The flight of this first phoenix was like a sunbeam, its colour glorious.
6. Out of the glowing egg, however, a new phoenix was born.
7. From its ashes comes the burning egg from which the new phoenix is born.
8. The bird perished in the flames.

**LESSON 104. Grammar - Review**

Which of the words in the brackets is correct? Tell what part of speech the correct word is in each case and find the subjects and objects (if any).

1. Dick (shall, will) celebrate his twelfth birthday soon.
2. The navy (sank, sunk) many enemy ships in the Atlantic.
3. It was (he, him) who first discovered America.
4. Spring (shall, will) soon be here again.
5. We have (grew, grown) many vegetables in our garden this year.
6. We know the ring-leader to be (he, him).

LESSON 105. What it means

The Beggar Maid

Her arms across her breast she laid,
She was more fair than words can say;
Barefooted came the beggar maid
Before the king Cophetua.
In robe and crown the king stepped down,
To meet and greet her on her way :
"It is no wonder," said the lords,
"She is more beautiful than day."

As shines the moon in clouded skies,
She in her poor attire was seen :
One praised her ankles, one her eyes,
One her dark hair and lovely mien.
So sweet a face, such angel grace,
In all that land had never been :
Cophetua sware a royal oath,
"This beggar maid shall be my queen !"

LORD TENNYSON.

Exercise :

1. Which of these adjectives describe her bearing :

Stately, haughty, meek, prim, humble, lofty,
lowly, jaunty, graceful?

2. Which of these adjectives describe her features :

Comely, homely, rugged, lovely, charming,
plain, bewitching?

3. Which of these adjectives describe her clothes :

Showy, simple, gaudy, plain, homespun, untidy,
stylish, dowdy, unfashionable?

4. Which of these adjectives describe the King :

Enchanted, listless, unconcerned, fascinated,
cool, entranced, enthralled?

LESSON 106. How sentences are built

"Mr. Smith was a commercial traveller. He arrived at his hotel footsore and weary. He enjoyed a well-earned rest."

These three sentences can be made into one thus:

"When Mr. Smith, who was a commercial traveller, arrived at his hotel footsore and weary he enjoyed a well-earned rest."

Exercise: *Make each of these groups of three sentences into one without using the conjunction 'and':*

1. Should I go home? Should I stay where I was?
I did not know what to do.
2. Old Mr. Roberts was very deaf. As a result he found it difficult to hear people speak. He found it just as difficult to hear them sing.
3. Tommy was six years old. At that age he was sent to school. There he was put into the primary class.

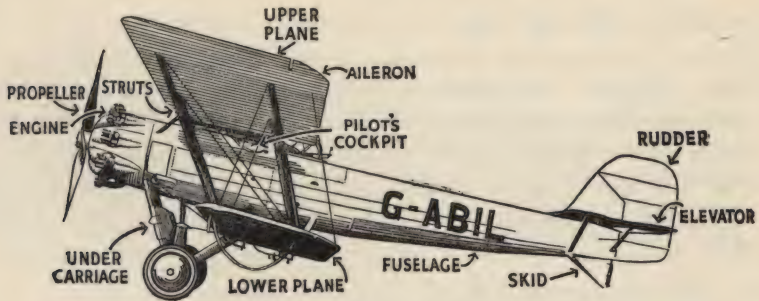


LESSON 107. Ways of saying the same thing

Exercise: *Make the two sentences in each pair mean the same:*

1. It never stopped raining all day.
The rain — all day.
2. Will you never cease talking?
— — .
3. Not a word could he utter.
He was — .
4. Nothing went right.
— — wrong.
5. I do not know French.
French is — to me.
6. Hard work means success.
If you — — you will — — .

LESSON 108. Composition - How it works



An Aeroplane

Exercise: Describe in four paragraphs a biplane and how it works :

1. The driving power—engine, propeller (*where situated?*)
2. The under carriage (*what is its use?*)
3. The lifting power—the planes or wings (*why are they sometimes slightly tilted?*)
4. The guiding power—(a) the rudder, (b) the elevator; their position (*an aeroplane must be able (a) to turn to right or left, (b) to rise or dip*)

Begin the composition thus: "The pilot is seated in the cockpit. This is situated . . ."



LESSON 109. How words are used - Nouns

Exercise: Range the following nouns according to their meaning under these four heads:

LOUD SOUNDS FAINT SOUNDS HISSING SOUNDS
SUDDEN SOUNDS

whisper	uproar	slam	hullabaloo
mutter	rustle	undertone	fizz
clap	din	buzz	crack
shout	wheeze	hum	knock
clamour	bang	hiss	murmur
roar	bellow	scream	shriek

LESSON 110. Grammar - Analysis

1. *Analyse these sentences.*

NOTE. A wise thing to do first is to pick out the verbs which have subjects. This will show how many clauses are in the sentence; there must be the same number of clauses as there are verbs with subjects. Next, find which words go with each verb; this will show you the clauses. All that remains to be done is to see what work each clause does and you will be able to tell then what kind each is.

2. *Find the phrases and tell what kind each is.*

- (a) In the morning we shall see the damage which the storm has done.
 (b) They hope that we shall come.
 (c) Britain is a land which will always fight for freedom.
 (d) John asked Richard where he lived.
 (e) The fleet will destroy the enemy if they venture out.
 (f) The girls went to the store because they needed more supplies.
 (g) That we shall win is certain.



LESSON 111. How words are used - Verbs

Exercise: *Arrange the following words or phrases according to their meaning under these four heads:*

PERMIT	FORBID	ASK	PROMISE
debar	crave	allow	guarantee
suffer	vow	pray	wink at
empower	request	disallow	prohibit
implore	grant	petition	
concede	beg	entreat	
undertake	bar	withhold one's assent	
pledge oneself	veto	give one's word	

LESSON 112. Composition - Dialogue

Here is an account of a conversation in which the exact words of the speakers are not given:

Then Jason asked whether what the heroes had told him was true, that he was heir to that fair land, and Cheiron replied that it was and asked him what good it would do him. Jason said that he would take it and keep it, to which Cheiron rejoined that a strong man had taken it and kept it long. Was Jason stronger than Pelias the terrible? Jason replied that he could try his strength with Pelias.

Here is a version of the same story, which gives the exact words of the speakers:

"Is it true what the heroes tell me," asked Jason, "that I am heir to this fair land?"

"It is true," replied Cheiron. "But what good will that do you?"

"I will take it and keep it," said Jason.

"A strong man has taken it and kept it long," said Cheiron.

"Are you stronger than Pelias the terrible?"

"I can try my strength with him," replied Jason.

Exercise:

1. Bob Allen, a young sailor, has just returned from sea. Relate the conversation that follows between Bob and his mother when the first greetings are over.
2. Johnny, whose behaviour is not all it should be, has returned home from a party. Relate the conversation which follows between Johnny and his mother.
3. A boy and his sister find a purse lying in the gutter. Relate the conversation that takes place between them.
4. One wet morning the duck, delighted with the weather, waddled off to the pond. On her way she met the hen, miserable and with her feathers all bedraggled. Relate their conversation.

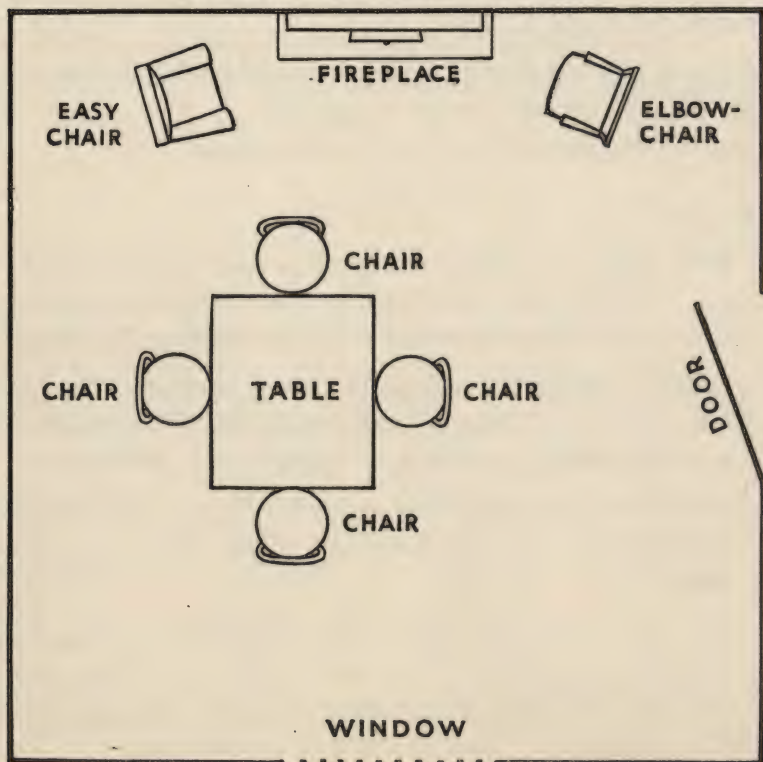
LESSON 113. What it means

Read very carefully the following description of a room:

The room, which is a living room and kitchen combined, is square in shape. A table is placed evenly on the floor and to the right of the centre of the room (your right if you look into the room through the window). Wooden chairs are placed as close as possible to the table without going under it, one at the far end, one at the near end, and one to left of it—the last chair occupying the centre of the room. A fire-place is situated exactly in the centre of the left wall. At the far side of the fire-place is a high-backed easy-chair, at the near side a kitchen elbow-chair. In the wall, facing the window, is a door.

Exercise: In the plan below certain things are in wrong positions, and one chair too many is shown. Point out the mistakes which have been made in drawing this plan. Then draw a correct plan of the room.

PLAN OF THE ROOM



LESSON 114. How words are used - MAKE (past tense, MADE)

Exercise: Put one of the following words or phrases in place of each of the phrases in italics in these sentences:

failed to understand	tried to prove	advanced
became friendly	went	fulfilled
understood	pretended	always came
managed to see		

1. We soon *made headway*.
2. Through the mist we *made out* the landing-place.
3. She *made a habit of coming* late.
4. They all *made for* home.
5. We quarrelled but quickly *made it up*.
6. I *could not make head or tail of* the story.
7. He *made believe* that he was sorry.
8. She *made good* her promise.
9. She *made out* that she was right.
10. It was with difficulty that I *made out* what he said.



LESSON 115. How best to say it - Telegrams

In writing telegrams your aim is to express your meaning with as few words as possible.

Exercise: Write the following telegrams:

1. You have been in a railway accident, but you have escaped with only a slight bruise. Write a telegram to your mother to relieve her anxiety.
2. Your uncle has won a big golf match. Write a telegram congratulating him on his success.
3. You are on a railway journey to your aunt's and have missed the connection at Sarnia. Write a telegram to her explaining what has happened and telling her when to expect you.

LESSON 116. What it means



Cheerful Plodding

Jog on, jog on the footpath way,
And merrily hent the stile—a!
A merry heart goes all the day,
Your sad tires in a mile—a!

SHAKESPEARE.

(hent means "lay hold of.")

NOTE.—A stile enables you to get over a fence, that is, a difficulty.

Exercise: *If the teaching of these four lines is true, which of the following statements are true, which are untrue, and which may or may not be true?*

1. In this sad world a cheerful man is a fool.
2. More people have been stopped by low spirits than by high walls.
3. Your path through life will be a rough one, therefore you should feel sad.
4. To live a happy life you must struggle against difficulties.
5. Difficulties are made to be surmounted.
6. If you find difficulties in your way, find another path where there are no difficulties.
7. Care killed the cat.
8. The best companion is a cheerful heart.
9. A long face makes a long road seem twice as long.
10. When a cheerful man is faced with a real difficulty he finds his cheerfulness of little use.
11. Cross your streams when you come to them, not before.

LESSON 117. Composition - A Story

Abou Ben Adhem

Abou Ben Adhem (may his tribe increase!)
 Awoke one night from a deep dream of peace,
 And saw, within the moonlight in his room,
 Making it rich, and like a lily in bloom,
 An angel writing in a book of gold:
 Exceeding peace had made Ben Adhem bold,
 And to the presence in the room he said,
 "What writest thou?"—The vision raised its head,
 And with a look made of all sweet accord,
 Answered, "The names of those who love the Lord."
 "And is mine one?" said Abou. "Nay, not so,"
 Replied the angel. Abou spoke more low,
 But cheerily still; and said "I pray thee then,
 Write me as one that loves his fellow-men."

The angel wrote and vanished. The next night
 It came again with a great wakening light,
 And showed the names whom love of God had blessed,
 And lo! Ben Adhem's name led all the rest.

LEIGH HUNT.

Exercise:

1. *Write the story of the poem in two paragraphs:*
 (1) the angel's first visit, (2) the angel's second visit.
2. Now write it as Abou Ben Adhem might have told it.



LESSON 118. Ways of saying the same thing

Give the meaning of (a) "He lent me a dollar" and (b) "She told me the story," in as many ways as you can.

LESSON 119. How paragraphs are built

Exercise 1. *Arrange the following sentences according to their meaning under three heads: (1) Before the train journey, (2) The train journey, (3) After the train journey.*

1. Generally the farmer, or his wife, or a farm-servant was near at hand to wave us a friendly greeting as we sped past.
2. We were lucky to get corner seats.
3. Mother bought them.
4. After exchanging greetings with them we took a taxi to their house.
5. We saw from the windows several quaint old farm steadings.
6. Mother and I arrived at the station in good time.
7. There we washed and tidied ourselves and had a good meal.
8. Then there were also the cows to admire, as they grazed or lay chewing the cud and placidly watching the train.
9. Then we had a ten minutes' wait before the train pulled up at the platform.
10. The first thing for us to do after our arrival was to purchase tickets.
11. Our journey was through a lovely piece of rural scenery.
12. We were met by my aunt and my cousin.
13. But at last we reached our destination.

Exercise 2. *Arrange the sentences under each head in their proper order. You will then be able to read or write out a composition in three paragraphs on "A Train Journey."*

**LESSON 120. How sentences are built - Punctuation**

Exercise: *Write the following correctly:*

Is that what people call him cried Gretchen what a name it is fit for neither bird beast nor fish

LESSON 121. Correct forms - Pronouns

A very simple way to decide whether to say *you and I* or *you and me* is mentally to substitute *we* or *us*, and then use *you and I* where *we* would be appropriate, and *you and me* where *us* would be appropriate.

Exercise: Use *I* or *me* in each blank.

1. John and — are going on a tramp.
2. Mother is looking for you and — .
3. Between you and — , he is going to get into trouble.
4. Jean and — went together.
5. They met Tom and — at the door.
6. Come along with Harry and — .



LESSON 122. Grammar - Infinitives

In the sentence "We go to school," the word *to* is a preposition. But the word *to* is often used with a verb: *to go*, *to see*, *to walk*. Here the word *to* helps to make that part of the verb called the *infinitive*. If *to* is followed by a noun or pronoun, it is a *preposition*. If *to* is followed by a verb, it is *part of an infinitive*.

In the following sentences tell whether to is a preposition or part of an infinitive.

1. John went to the market.
2. We went to church to hear the minister.
3. They are going to see him.
4. Will you go to the drug-store to get me some medicine?

LESSON 123. **Composition - How to describe**

The following is an extract from Geoffrey of Monmouth's "The History of the Kings' of Britain."

Read it carefully:

A Description of Britain

Britain, best of islands, lieth in the Western Ocean betwixt Gaul and Ireland, and containeth eight hundred miles in length and two hundred in breadth. Whatsoever is fitting for the use of mortal men the island doth afford in unfailling plenty. For she aboundeth in metals of every kind; fields hath she, stretching far and wide, and hillsides meet for tillage of the best, whereon, by reason of the fruitfulness of the soil, the divers crops in their season do yield their harvests. Forests also hath she, filled with every manner of wild deer, in the glades whereof groweth grass that the cattle may find therein meet change of pasture, and flowers of many colours that do proffer their honey unto the bees that flit ever busily about them. Meadows hath she, set in pleasant places, green at the foot of misty mountains, wherein be sparkling well-springs clear and bright, flowing forth with a gentle whispering ripple in shining streams that sing sweet lullaby unto them that lie upon their banks. Watered is she, moreover, by lakes and rivers wherein is much fish, and, besides the narrow sea of the Southern coast whereby men make voyage unto Gaul, by three noble rivers, Thames, to wit, Severn and Humber, the which she stretcheth forth as it were three arms whereby she taketh in the traffic from oversea brought hither from every land in her fleets. By twice ten cities, moreover, and twice four, was she graced in days of old, whereof some with shattered walls in desolate places be now fallen into decay, whilst some, still whole, do contain churches of the saints with towers builded wondrous fair on high, wherein companies of religious, both men and women, do their service unto God after the traditions of the Christian faith. Lastly, it is inhabited of five peoples, Romans, to wit, Britons, Saxons, Picts and Scots.

*From The History of the Kings of Britain, by
Geoffrey of Monmouth.*

Exercise:

1. What phrase gives the topic of the paragraph?
2. Make an outline of the paragraph.
3. Select five examples of quaint old-fashioned language.
4. Choose a sentence that makes a beautiful picture.

LESSON 124. Ways of saying the same thing

Write statements having the same meaning as these questions:

1. Who does not know the Tower of London?
2. Was there ever such a fool?
3. Is thy servant a dog?
4. Can the leopard change his spots?
5. Who ever thought this would happen?



LESSON 125. How words are used - NECK and NOSE

1. Kate and Bess were running *neck and neck* for the prize. Kate had gained ninety-five marks. How many marks had Bess gained?
2. People said that Dick *led Harry by the nose*. Explain.
3. "He kept *my nose to the grindstone*." What did he make me do?
4. Mary's mother made her a dress. Mary *turned up her nose* at it. Did the dress please Mary?
5. The Hebrew prophets spoke of their countrymen as a *stiff-necked people*. What did they mean?



LESSON 126. How best to say it - Posters

Exercise: Which of the following would make effective wording for posters?

1. "Thomson's Soap" (*repeated twenty times on a sign board near a railway line*).
2. "If you buy our tea you will never regret having paid the extra five cents per pound, for you will find that our tea goes further than the tea sold by other firms."
3. "Dainty shoes for dainty feet."
4. "Eat more oranges. The acids are good for the system."
5. "An apple a day keeps the doctor away."
6. "Seeing is Believing. Try our glasses."

LESSON 127. Composition - Introductions

There are certain little courtesies to be observed in the matter of introductions.

Study these examples:

(Good) Mother, I want you to meet Rose Frame.

(Bad) Rose, this is my mother.

(Good) Mr. Clarke, Mr. Thomas.

(Bad) Mr. Clarke, shake hands with Mr. Thomas.

(Good) Miss Ross, may I present Mr. Gibson.

(Bad) Mr. Gibson, meet Miss Ross.

(Good) I am very glad to meet you Mr. Sinclair.

(Bad) Pleased to meet you.

(Good) How do you do, Miss Green?

(Bad) How are you?

Exercise: *Imagine your class is having a party. Choose a host and hostess. Select one or two to be out of town guests. Make the necessary introductions.*

**LESSON 128. Composition - How to write letters**

1. You are in a holiday camp and have run short of money. Write a letter to your mother telling her how you are faring and suggesting that some more pocket-money would be acceptable.
2. Write a letter to a friend who lives a few miles off, suggesting that you should have an outing together next Saturday. The place and time of meeting must be fixed, and you must tell your friend how you think the day should be spent.

LESSON 129. What it means

The Road and the River

On either side the river lie
 Long fields of barley and of rye,
 That clothe the wold and meet the sky;
 And thro' the field the road runs by
 To many tower'd Camelot;
 And up and down the people go,
 Gazing where the lilies blow,
 Round an island there below,
 The island of Shalott.

Willows whiten, aspens quiver,
 Little breezes dusk and shiver
 Thro' the wave that runs for ever
 By the island in the river
 Flowing down to Camelot.
 Four grey walls, and four grey towers,
 Overlook a space of flowers,
 And the silent isle imbowers
 The Lady of Shalott.

LORD TENNYSON.

Exercise:

1. What people, flowers, trees, and kinds of corn are mentioned?
2. What does the poet mean when he says that willows *whiten*, aspens *quiver*, and that the little breezes *dusk* and *shiver* through the wave?

(NOTE.—The under-surface of the willow leaf is greenish-white in colour. When the wind blows the leaf flutters and the under-surface shows itself.

"Dusk" means "grow darker." The breezes do not really grow darker. What does grow darker when the breezes blow?)

3. Draw a map of the piece of country described in these two verses, showing the river, the island, the fields, the road to Camelot, the lilies, the willows, the dwelling of the Lady of Shalott.

LESSON 130. How Sentences are built - Order

In the natural order the subject of the sentence comes first, followed by the predicate. But it is often better to invert the order by putting the predicate or part of it first, thus: "Up popped a little gray rabbit," instead of "A little gray rabbit popped up."

Exercise: *Improve these sentences by putting the predicate or part of it first:*

1. I saw him in Montreal five years ago.
2. Diana of the Ephesians is great.
3. We started home about ten o'clock.
4. We had unfortunately forgotten the matches.
5. A gray-haired man stood by the fence.
6. The uses of adversity are sweet.
7. The eagle dropped down.
8. He said "What are you doing?"
9. The Laurentians lie north of the St. Lawrence.
10. Montreal is the largest city in Canada.

**LESSON 131. How words are used**

Compose appropriate sentences using these words:

growled	exclaimed	shouted	whispered
snarled	laughed	sighed	stuttered

Model: "What do you mean, coming here at this time of day?"
growled Scrooge.

LESSON 132. How words are used - ROUND and SQUARE

1. How many people *in round numbers* are there in your class?
2. If you were hungry and it were dinner time, what would you consider a *square meal*?
3. What do you mean when you say that in a game a certain person's play is not square?
4. "To set a boy to tidy a room is like putting a square peg in a round hole." What does that mean?
5. What is a *square foot*? A *square number*?
6. What is meant by saying, "He went *round and round* the question"?
7. What is *round dozen*?
8. If a girl set about *getting things square* in a room, in what condition was the room before she began?

LESSON 133. Grammar - Analysis

1. *Analyse these sentences.*
2. *Find the phrases and tell what kind each is.*
 - (a) Show Jim the car which you like best.
 - (b) I have found the house where Frontenac lived.
 - (c) The slaves, who escaped at last, reached Canada and freedom.
 - (d) That is the bus which goes to Valleyfield.
 - (e) Have you heard that they are planning a new school?
 - (f) Mr. Jones will announce that the women of the parish have contributed fifty dollars.
 - (g) She telephoned that her sister had caught measles.
 - (h) The mosquitoes increase in number when night falls.
 - (i) If you are tired, rest in the shade of the apple trees.
 - (j) A pale moon shone faintly through the angry clouds as we sailed from our native land.

LESSON 134. Composition - Dialogue

1. *Mrs. Johnson has had her room redecorated and refurnished. Her friend, Miss Lecky, a maiden lady of somewhat waspish temper, visits her for afternoon tea.*

Relate the conversation that takes place.

or

2. *Bobby Jones has become the proud owner of a new football for which he has been saving for months. He shows it to his sister Edith, who knows little about football and cares even less.*

Relate the conversation that takes place.



LESSON 135. How words are used - PEACE and WAR

1. "Speak now or for ever *hold your peace*." What two words could be used instead of "hold your peace"?
2. What is *civil war*? Mention one.
3. "Let us smoke *the pipe of peace*." What does that mean? What people had this custom?
4. What is a *war-dance*, a *war-cry*, a *war-song*?
5. How do you behave when you *keep the peace*?
6. "I could tell from the bull-dog's appearance that he had been *in the wars*." Explain.
7. What would you do if you wished to *make your peace* with someone who had quarrelled with you?
8. What is a *tug-of-war*?
9. What is a *peace-offering*? How do you think this phrase came to be used?
10. "It was now *war to the knife* between the two men." How would you expect them to behave to each other?
11. When a man goes *on the war-path* what does he do?
12. "They were in full *war-paint*." What is meant? Of which race was this phrase first used?

LESSON 136. What it means

'Jack may or may not win a prize, Tom is likely to win one, but Dick is sure to do so.'

Exercise: Which of the following statements are true, which are untrue, and which may or may not be true?

1. Jack bids fair to win a prize.
2. Dick's chances of winning a prize are doubtful.
3. Tom stands a good chance of winning a prize.
4. All three are clever boys.
5. A prize is assuredly coming Dick's way.
6. That Tom will win a prize is anything but certain.
7. If Jack wins a prize a miracle will have happened.
8. That Tom will win a prize is probable.
9. No one cares whether Jack wins a prize or not.
10. The prize is as good as in Dick's possession.
11. In all probability Jack will win a prize.
12. The odds are in favour of Tom's winning a prize.



LESSON 137. Grammar - Review

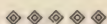
Which of the words in the brackets is correct? Tell what part of speech the correct word is in each case and find the subjects and objects (if any).

1. Alas! You (shall, will) regret your actions.
2. Much water has (flown, flowed) under this bridge.
3. Tom and Dick admitted it was (they, them) who had (did, done) it.
4. We (shall, will) meet them again very soon.
5. The soldier has always (did, done) his duty.
6. Do you admit (he, him) to be the person whom you saw last night?

LESSON 138. Ways of saying the same thing

Exercise: *Make the second sentence of each pair mean the same as the first.*

1. The heat was great.
It was — — .
2. The thickness of the wall was twelve inches.
The wall was — — — .
3. The swiftness of his running was well known.
He was known to be — — — .
4. Darkness covered the forest.
The forest — — .
5. Kindness brings happiness.
If — — kind, you — — — .



LESSON 139. Grammar - Analysis

1. *Analyse these sentences.*
2. *Find the phrases and tell what kind each is.*

- (a) When my uncle came home he told us that he had presents for us.
- (b) A speeding car which hurt John's dog stopped when the driver heard the shouts.
- (c) Jacques Cartier, who sailed from St. Malo, steered his tiny ship up the mighty river which we now call the St. Lawrence.
- (d) When the old king died, his oldest son ascended the throne which his family had held for three centuries.
- (e) The native who was guiding the men said that pygmies lived in that part of the country.
- (f) That he did his work well was clear from the good marks that he gained.

LESSON 140. Composition - Criticism

WHAT I LIKE TO DO

There is nothing I like better than reading books. If I can get hold of a good story I am happy. I seem to forget all about where I am. I seem to be living right in the story. I laugh out loud as I read the funny parts, and sometimes I get so excited I jump if anybody speaks to me suddenly. Yes, you may be sure I'll be reading a book whenever I have any time to myself.

This composition written by a boy in Grade Seven is certainly interesting, which is the first essential. The paragraph structure is good. The first sentence states the topic, the next four elaborate it, and the last sentence is a good summary. The language, however, is not nearly so good as the ideas. The sentences are too much alike, all being built around the pronoun, *I*. In the first sentence the opening words are weak and the word, *books*, unnecessary. The expression, *get hold of*, in the second sentence is objectionable, to say the least. The third and fourth sentences might be combined to avoid repeating *seem*. The fifth sentence should be re-cast to make *sometimes* refer to the laughing aloud as well as to the jumping. In order to bring *reading* at the end, the last sentence should be re-arranged, and, of course, the awkward repetition of *time* should be avoided.

Exercise: Rewrite the paragraph applying the suggestions given above.

LESSON 141. Review

1. *What is the meaning of:* a sharp walk, a sharp voice, a blunt chisel, a blunt remark?
2. *What is the past tense of:* (he) lets, has, feeds, reads, kneels, seeks, buys, bends, chooses, flings?
3. Make the second sentence of each pair mean the same as the first :
 - (a) Fear drove them mad.
They — mad — — .
 - (b) He owes money.
He is — — .
 - (c) It was all your doing.
— — — .
 - (d) A twinkle came into his eyes.
His eyes — .
4. Arrange these sentences in their proper order, and give the paragraph a title :
 - (a) In expanding, it sets in motion the piston which turns a driving wheel.
 - (b) Heat from the furnace converts this water into steam.
 - (c) The steam-engine, as its name suggests, is driven by steam.
 - (d) The steam thus formed expands.
 - (e) This wheel is linked up with the various parts of the machinery and so the engine is made to do its work.
 - (f) This is made in the boiler from water.
5. Analyse these sentences :
 - (a) In the middle of the garden stood a tree.
 - (b) Without doubt you will get a prize.
6. *What is the name we give to a man who writes* (a) a novel, (b) a poem, (c) a play, (d) an essay?
7. *How would a person show* (a) disgust, (b) awe, (c) meekness, (d) greed, (e) insolence?
8. Give the meaning of the following sentences :
 - (a) I shall make good my promise.
 - (b) In spite of the wind they made headway.
 - (c) We quickly made for home.
 - (d) I could scarcely make out his features.

LESSON 142. Review

1. "His paintings were not likely to set the world on fire." *Were his paintings good, bad, or indifferent?*
2. What do these sentences mean?
 (a) Her own flesh and blood turned against her.
 (b) Flesh and blood could not suffer his temper.
3. Analyse these sentences:
 (a) Who is the person with you?
 (b) Every Sunday I attend church.
4. Make the second sentence of each pair mean the same as the first:
 (a) There is not a drop of milk in the jug.
 The — — — .
 (b) He has not a friend in the world.
 He is — .
 (c) The skipper answered never a word.
 — — — silent.
 (d) I am no friend of yours.
 I — you.
5. Give an example of (a) a vow, (b) a promise, (c) a bargain, (d) a greeting, (e) a request.
6. What is meant by (a) she came near failing, (b) she came into a fortune, (c) she came to grief, (d) she came round?
7. Make each pair of sentences into one without using 'and' or 'so':
 (a) We walked four miles. Afterwards we had lunch.
 (b) Why are leaves green? I don't know.
 (c) I know a sailor. He has sailed round the world.
 (d) Do as you are doing. You will be sorry.
8. Give in two other sentences the meaning of "Nobody cares what he thinks."
9. Which of the two pronouns in brackets is correct?
 (a) She is better off than (I, me).
 (b) You are not so tired as (me, I).
 (c) We are smarter than (they, them).
 (d) Are you as heavy as (I, me)?
 (e) I shall live longer than (her, she).

TESTS - A

I. 1. *What is* a broomstick, a fiddlestick, a grindstone, a milestone, a hearthstone?

2. Arrange these verbs according to their meaning under the heads: HELP, HINDER, ATTACK, DEFEND.

check	protect	assail	aid
assist	beset	prevent	assault
shield	restrain	further	guard

3. *What is the past tense of* (he) begins, does, winds, shoots, flies, digs, bleeds, meets, catches, lends?

4. Give two other sentences, each of which will mean the same as "I met him by chance."

5. *Complete these expressions:* (a) blind as a — , (b) proud as a — , (c) gentle as a — , (d) slow as a — .

II. 1. Describe a pair of gloves in three paragraphs (*use, shape, materials*).

TESTS - B

I. 1. *What is* a free fight, a full moon, a free-spoken man, a full heart, a freed slave?

2. Arrange these nouns according to their meaning under the heads: ENOUGH, NOT ENOUGH, TOO MUCH.

lack	abundance	gorge	plenty
shortage	over-supply	dearth	sufficiency
glut	surplus		

3. *What is the past tense of:* (he) blows, steals, takes, writes, rides, shines, spends, gets, weaves?

4. Give two other sentences, each of which will mean the same as "She has a good memory for names."

5. *Complete these expressions:* (a) cunning as a — , (b) stubborn as a — ; (c) slippery as an — , (d) bold as a — .

II. 1. Describe a pair of shoes in three paragraphs (*use, shape, materials*).

TESTS - C

- I. 1. *What might cause a boy's face* (a) to fall, (b) to burn, (c) to freeze?
2. *What is* (a) a bird of prey, (b) a bird's eye view, (c) a bird of passage?
3. Make the two sentences of each pair mean the same:
- (a) Excitement made me shiver.
I — — excitement.
- (b) I think it is nonsense.
It seems nonsense — — .
- (c) Believe me.
Take my — — it.
4. *Analyse these sentences:* (a) Seldom have I enjoyed a meal so well, (b) Many a time I visited her.

II. 1. Write a composition on "Coal" in three paragraphs (*how obtained; how carried to our homes or to factories; its uses*).

TESTS - D

- I. 1. *What is meant by* (a) The horses ran neck and neck, (b) Kate led Jane by the nose, (c) He kept his nose to the grindstone.
2. *What is* (a) civil war, (b) a war-dance, (c) a peace-offering?
3. Make the two sentences of each pair mean the same:
- (a) I did this to benefit her.
I did this — her — .
- (b) People do not wear wigs nowadays.
Wigs are now a thing — the — .
- (c) We had no bread left.
We ran — — bread.
4. *Analyse these sentences:* (a) May I help you? (b) Not often will you see such a sight.

II. 1. You have been travelling between — and — by a — Company's bus, and you have left a parcel lying beneath the seat. Write a letter to the secretary of the Company telling him of your loss and the date of it, describing the parcel, and asking that your property may be returned to you.

TESTS - E

I. I. Tell the difference in meaning between :

- (a) He gradually became blind.
- (b) He was struck blind.

2. *What is* a dead fire, a dead calm, a dead faint, dead slow?

3. Make the two sentences of each pair mean the same :

- (a) He had only one eye.
He was — — an eye.
- (b) He was found guilty of reckless driving and fined.
He was fined — — .
- (c) I like sugar.
Sugar is pleasant — my — .

4. Name the pronouns in this sentence and tell their kinds:
"Who was that with whom I saw you playing?"

II. I. Write the life-story of any famous man or woman.

TESTS - F

I. I. "The *Tasmania* was not a coasting vessel but a sea-going ship." *Explain the difference.*

2. *What is* a landlord, an inland sea, a seafarer, a landsman?

3. Make the two sentences of each pair mean the same :

- (a) They will never yield.
They will hold out — the — gasp.
- (b) Your grandmother is rather deaf.
Your grandmother is — — hearing.
- (c) She was a very charming woman.
She was a woman — great — .

4. Name the pronouns in this sentence and tell their kinds:
"Which boy was it who saw them?"

II. I. Write a story in three paragraphs under the title
"The Wreck of the *Osram*" (*the wreck; the boats; saved*).

Outline of Grammar

A noun or pronoun after any part of the verb *be* is in the same case as the noun or pronoun before it.

A word is in the *Masculine Gender* when it is the name of a male person or thing.

A word is in the *Feminine Gender* when it is the name of a female person or thing.

A word is in the *Common Gender* when it is the name of a person or thing which is either male or female.

A word is in the *Neuter Gender* when it is the name of some person or thing which is neither male nor female.

Adverbs can be compared like adjectives. The degrees of comparison are the same—*Positive*; *Comparative*; *Superlative*.

An *Exclamation (Interjection)* is a word or words not directly connected with a sentence and expressing a person's feelings.

A *Phrase* is a group of words making sense but not including a verb with a subject. A phrase which does the work of an adjective is called an *Adjective Phrase*. A phrase which does the work of an adverb is called an *Adverbial Phrase*.

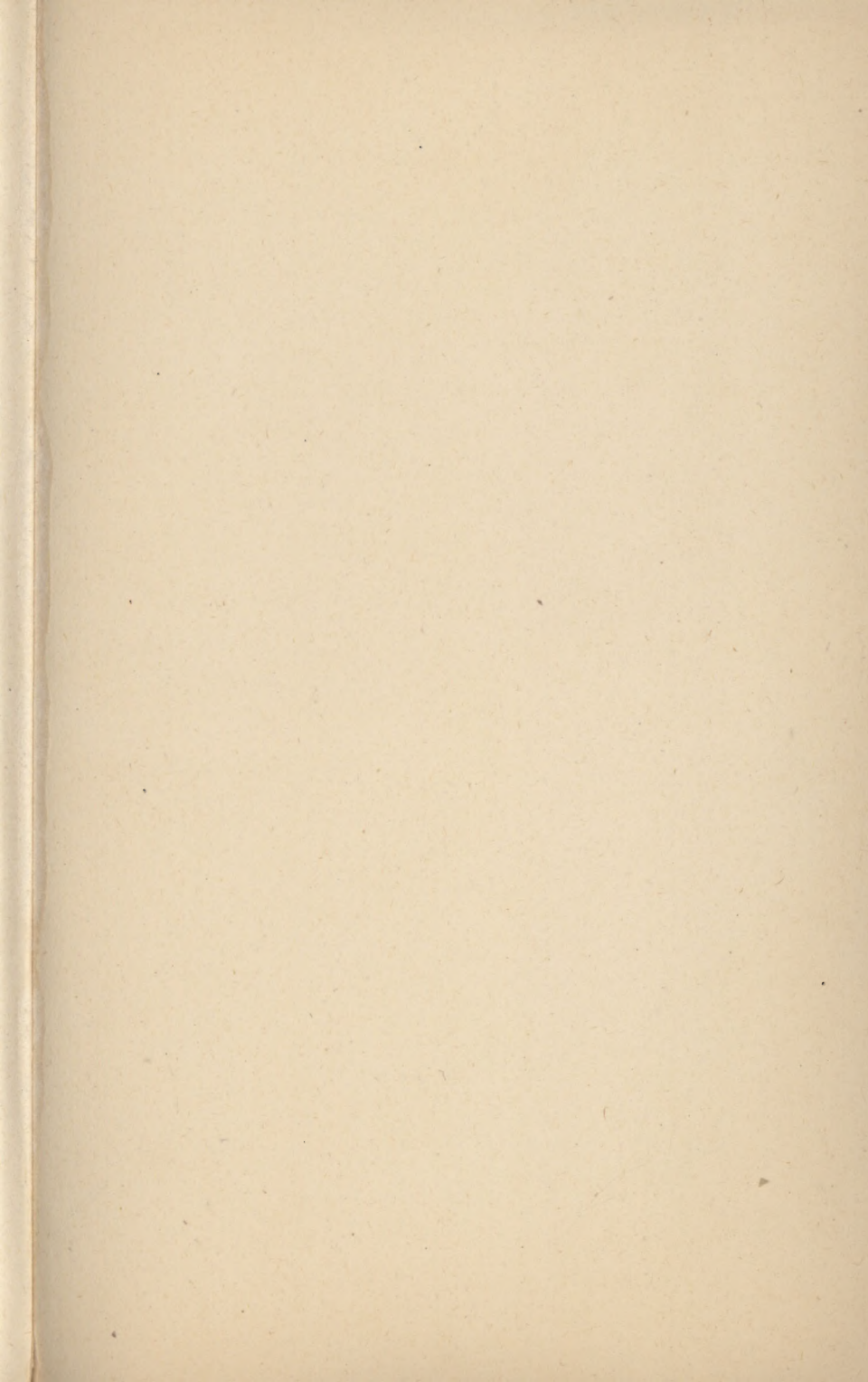
In a sentence a group of words that could make a sentence by itself is called a *Principal Clause*.

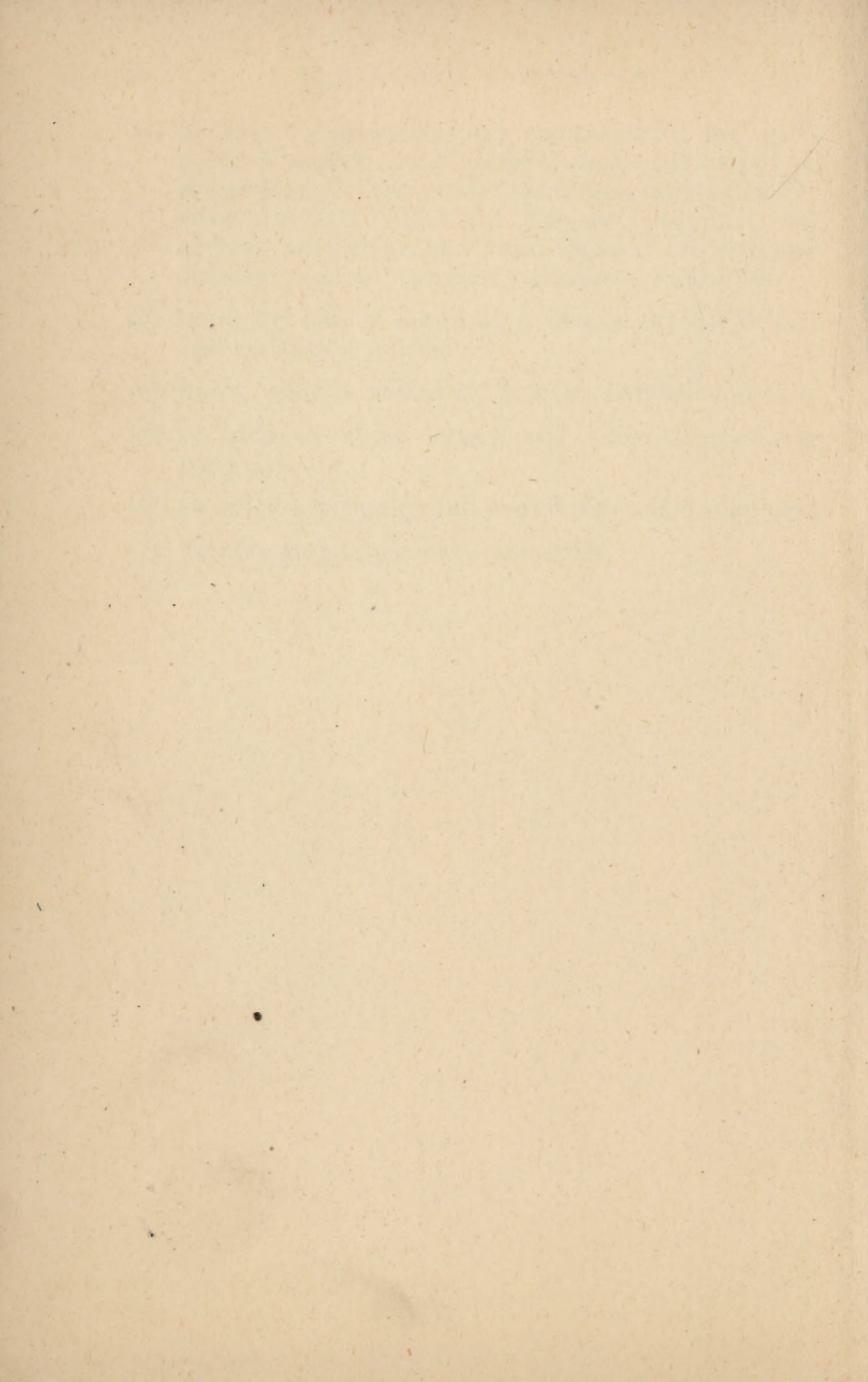
An *Adjective Clause* is a group of words with a subject and verb, doing the work of an adjective, but not making complete sense by itself.

A *Noun Clause* is a group of words with a subject and verb, doing the work of a noun, but not making complete sense by itself.

To analyse a sentence means to show whether it is made up of one clause or more than one clause, how the clauses are connected, and how each clause is built up. When you have finished this year's work you should

- (a) be able to recognize and use correctly the eight parts of speech; four kinds of sentences and their proper punctuation; the three tenses; helping verbs; adverbial and adjectival phrases; principal, adverbial, adjectival, and noun clauses; subjects and objects; past and present participles; infinitives.
- (b) know the uses of *a* and *an*, commas, capital letters, and quotation marks.
- (c) know what is meant by gender, number and case.
- (d) be able to write letters and address envelopes correctly.
- (e) be able to recognize and use similes and metaphors.
- (f) be able to analyse easy sentences.





HIS